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ABSTRACT

This publication updates information from prior surveys of the 50 states and the District of Columbia in the areas of: (1) standards (authorize measures of quality or competency that affect the teaching profession); (2) standards boards (any official state entity that may recommend or establish standards for program approval and for the issuance of licenses); (3) minority teacher recruitment (state-sponsored studies, proposals, legislation, or programs that address the problem of a decline in the number of minorities entering the teaching profession); (4) clinical/field experiences (student teaching or a similar activity); and (5) requirements for entry into and exit from teacher preparation programs. Regular and alternative preparation for licensure is described and options are organized into three categories: requirements for a regular license (those state standards that must be met to earn an initial or advanced teaching credential); emergency or shortage-driven credentials (the process by which a person who does not meet requirements for a regular license may be hired to fill a classroom vacancy when there is a shortage of qualified personnel); and nonshortage-driven alternative preparation for licensure (information on routes to be taken by nontraditional students that provide accelerated preparation for teaching). (LL)

Teacher Education Policy in the States:

A 50-STATE SURVEY OF LEGISLATIVE AND ADMINISTRATIVE ACTIONS

July 1991

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July 1991

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The American Association of Colleges for Teacher Education (AACTE) is a national, voluntary, institutional membership organization committed to the improvement of human services through education. Its special charge is strengthening collegiate-based preparation of educational personnel. AACTE's regular membership is open to institutions of higher education with accredited schools, colleges, or departments of education. Approximately 85% of all individuals who receive initial certification each year are prepared by AACTE's more than 700 member institutions. Community colleges, foreign teacher preparation institutions, state education agencies, research organizations, and others concerned with teacher education may become affiliate members.

AACTE operates the State Issues Clearinghouse to monitor and analyze state reform via the biannual survey, Teacher Education Policy in the States. The clearinghouse is supported by AACTE and a grant from the Ford Foundation.

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INTRODUCTION

The July 1991 edition of Teacher Education Policy in the States: A 50-State Survey of Legislative and Administrative Actions updates information from prior surveys in the areas of standards, standards boards, minority teacher recruitment, clinical/field experiences, and alternative preparation for licensure.

This edition of the survey further clarifies state requirements for entry into teacher preparation programs, for exit from these programs, and for regular and alternative licensure. In the survey, teacher licensure options are divided into three categories. **Requirements for a regular license** include those state standards that must be met to earn an initial or advanced teaching credential. Standards in this category generally refer to requirements that must be met by individuals who complete an approved teacher education program and who fulfill state or district continuing professional development requirements. The category on **emergency or shortage-driven credentials** describes the process by which a person who does not meet requirements for a regular license may be hired to fill a classroom vacancy when there is a shortage of qualified personnel. This is distinguished from the third category, **non-shortage-driven alternative preparation for licensure**, which generally refers to a concentrated, often field-based preparation option for nontraditional students.

The July 1991 survey data indicate that 86 percent of the states allow persons to apply for and receive a nonstandard credential with which they may teach if a shortage of qualified educators exists. (For purposes of this survey, the District of Columbia is counted as a state.) Of the seven states that do not offer a shortage-driven credential, four indicate such vacancies are filled by employing persons with a teaching license in another subject field or for another grade level. Two other states report their alternative route to teaching is often used to supply teachers when shortages exist.

In 82 percent of the states that offer a temporary or emergency teaching license, the teachers are required to take some kind of professional course work after they are hired. However, only 18 percent of the states require these people to have teacher preparation before they enter the classroom. Although the credentials offered in these states are generally described as temporary, in nearly 60 percent of the cases an individual may convert his or her temporary license to a permanent credential by accumulating inservice or collegiate credits.

Thirty states authorize alternative routes to teaching or an alternative credential for nontraditional students. In general these programs require that candidates possess a bachelor's degree, pass certain examinations, and take teacher preparation courses before they enter the classroom and while they are teaching. Often these programs involve school district personnel in teacher preparation and have a significant field-based component. Although the number of states with these alternative routes remains relatively constant, 10 states (Arkansas, Colorado, Delaware,

Kentucky, Maryland, Mississippi, Oklahoma, South Dakota, Utah, and Washington) report they have either created new alternative programs or revised existing one. Furthermore, six states (Alaska, the District of Columbia, Illinois, Iowa, Kansas, and Wyoming) report either the introduction of alternative certification legislation or a proposal under study by a state legislative or agency body.

The appendix summarizes the 30 state-authorized alternative routes.

SURVEY CATEGORIES

STANDARDS: Authorized measures of quality or competency that affect the teaching profession. **Entrance/Exit Requirements** describes requirements for entrance into and exit from a school, college, or department of education. **Requirements for Regular Licensure** include those standards an individual must meet to be issued an initial or advanced teaching credential. Generally these standards govern licenses awarded individuals who complete an approved teacher education program and who fulfill state or district continuing professional development requirements. **Emergency or Shortage-Driven Credentials** describes the process by which an individual who does not meet requirements for a regular license may be hired to fill a teaching vacancy when there is a shortage of qualified personnel. **Non-Shortage-Driven Alternative Preparation for Licensure** includes information on routes to licensure designed for nontraditional students that provide accelerated preparation for teaching. These alternative programs may be conducted by institutions of higher education, local education agencies, state education agencies, or a combination of the three.

STANDARDS BOARDS: Any official state entity that may recommend or establish standards for program approval and for the issuance of licenses is chronicled. Some may also set, monitor, and enforce standards of conduct for professional educators. This type of agency may have final regulatory authority or may simply advise other state policymakers. Recent or proposed changes in this area are also documented.

MINORITY TEACHER RECRUITMENT: State-sponsored studies, proposals, legislation, or programs that address the problem of a decline in the number of minorities entering the teaching profession are described in this section. Activity reported includes state early recruitment efforts, targeted scholarship/loan programs, and other actions to recruit minorities into the teaching profession.

CLINICAL/FIELD EXPERIENCE: Teacher education students gain **clinical experience** through activities planned by the college or university. These experiences, which take place prior to student teaching, allow the students to glean knowledge about the teaching profession and the administration of schools through observation or other activities culminating in an analysis of the observed experience. Teacher education students make the transition from passive observer to active participant through field experiences. For this survey, **field experience** is defined as student teaching or a similar classroom activity (such as tutoring), where the teacher education student, under the tutelage of a licensed teacher, gradually assumes the responsibility for the education of pupils. Clinical and field experiences often overlap or are ambiguously discussed in state language; therefore, when student teaching is specifically required, it will be noted as student teaching. In addition, state requirements for the training and experience of the clinical faculty and the cooperating teacher are described.

ACRONYMS

AACTE	American Association of Colleges for Teacher Education
ACT	American College Test
CAT	California Achievement Test
CBEST	California Basic Skills Test
CEU	Continuing Education Unit
DPI	Department of Public Instruction
ESL	English as a Second Language
ETS	Educational Testing Service
GPA	Grade Point Average
HB	House Bill
IHE	Institution of Higher Education
LEA	Local Education Agency
NASDTEC	National Association of State Directors of Teacher Education and Certification
NCATE	National Council for Accreditation of Teacher Education
NTE	National Teachers Examination
OPI	Office of Public Instruction
P-PST	Pre-Professional Skills Test
SAT	Scholastic Aptitude Test
SB	Senate Bill
SBE	State Board of Education
SCDE	Schools, Colleges, and Departments of Education
SDE	State Department of Education

ALABAMA

STANDARDS

1. Entrance/Exit Requirements

To be admitted to an undergraduate teacher education program, individuals must: 1) have a total of 60 semester or 90 quarter hours of undergraduate courses, of which 48 or 72 hours, respectively, must be in general studies; 2) have a total score of 745 on the SAT or 17 on the enhanced ACT; 3) have a GPA of 1.5 on a 3.0 scale or 2.5 on a 4.0 scale (for persons beginning collegiate study before fall 1989, a 1.2 GPA on a 3.0 scale or 2.2 on a 4.0 scale was required); 4) score at least 70 on the Alabama English Language Proficiency Test (ELPT); and 5) have an interview deemed successful according to criteria developed by the IHE and approved by the SDE. The SDE continues to research other means of assessing people before they enter a teacher education program.

Exit requirements for persons who began collegiate study prior to fall 1989 include a GPA of 1.2 on a 3.0 scale, or 2.2 on a 4.0 scale, for the total program, for general studies, for the professional studies component, and for the teaching field(s). Persons beginning college in fall 1989 or thereafter must have a GPA of 1.5 on a 3.0 scale or 2.5 on a 4.0 scale for the same areas, with no grade below a C in professional studies. IHEs must also develop their own exit tests, one that is comparable to a professional knowledge test and one that tests the candidates in their teaching fields. The IHEs must certify that individuals have passed these exams as part of the IHE's approved program requirements.

2. Requirements for Regular Licensure

Alabama issues Class B Certificates to candidates who have completed an approved program. To renew this eight-year credential, a teacher must either: 1) teach four out of the eight years and participate each year in a planned professional development program or 2) complete 12 semester or 18 quarter hours of college courses. Class A Certificates, which are valid for 10 years, are issued to those who have completed a master's degree and a state approved program. To get the credential renewed, the teacher must either teach five out of 10 years or complete 12 semester or 18 quarter hours of college courses.

Legislation introduced in 1991 would require a statewide teacher assessment program.

3. Emergency or Shortage-Driven Credentials

When no fully credentialed teacher is available, a superintendent may request that a candidate be issued a one-year Provisional Certificate. Candidates for a provisional credential must have completed a minimum of 64 semester or 96 quarter hours of college credits earned at a regionally accredited, four-year institution. The state may reissue the credential

once if an approved plan for how the person will obtain a professional credential in a reasonable period accompanies the application for renewal. For each subsequent annual reneval, individuals must complete six semester hours toward a professional credential. Officials must present evidence of courses taken by the candidate to the LEA and SDE before September 1 of the school year for which the credential is requested.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Nineteen of the 30 IHEs with teacher education programs offer a master's degree program, the Alternative Non-Traditional Fifth-Year Program. (SCDEs must award both baccalaureate and graduate degrees to be eligible to offer this master's degree; all eligible institutions offer the program.) To be admitted, candidates must meet five criteria: 1) they must have a bachelor's degree with a non-teacher-education major from a regionally accredited institution; 2) they must have completed 60 semester or 90 quarter hours in general studies, including humanities, social science, science, and mathematics; 3) they must have as many hours in the teaching field as required for a baccalaureate-level license; 4) they must have a GPA of 1.5 on a 3.0 scale or 2.5 on a 4.0 scale; and 5) they must have a score of at least 70 on the ELPT. To graduate, students in programs for elementary education, secondary education, and nursery school through twelfth grade must complete 39 semester or 60 quarter hours of graduate courses, of which 12 or 20 hours, respectively, must be in subject area studies. Students must also have 10 weeks of full-time student teaching totaling a minimum of 300 clock hours.

STANDARDS BOARDS

Approximately 30 members constitute the Alabama State Advisory Committee on Teacher Education and Certification. The members represent various groups, including teachers, administrators, teacher educators, school boards, and the public. Regulations do not stipulate specific numbers of representatives that must serve from each group. Constituent groups nominate candidates for the committee, and the state superintendent appoints members for three-year terms. Although the committee does not have final regulatory authority, any proposed change in teacher education or licensure must have the committee's approval before it is submitted to the superintendent and the SBE. The committee has been involved in updating all state standards. Seventeen subcommittees identified comprehensive changes to make licensure consistent across disciplines and began a move toward a competency-based system. Proposed rules were submitted to all LEAs and IHEs for review and comment. All changes were approved by the SBE in December 1990; the new rules are applicable to programs reviewed February 1, 1991, and thereafter.

MINORITY TEACHER RECRUITMENT

A Task Force on Minority Recruitment appointed by the SBE has developed a report with recommendations for recruiting minorities into teaching. The state superintendent is currently considering this report.

CLINICAL/FIELD EXPERIENCE

The state has specific requirements for both pre-student teaching and student teaching. Every undergraduate professional education course must include a laboratory or practicum component. Students are required to have at least 10 weeks and 300 clock hours of full-time student teaching and may not be enrolled in any other courses during the school day while they are completing the field experience. If students are preparing for two different teaching fields (or two different areas), the internship must be divided equally between the two. If, at the master's level, a student wishes to change fields in order to change credential areas, he or she must also do a graduate practicum.

One unit on campus is to coordinate all clinical and field experiences. SCDEs may have more than one person working with a student, but at least one must have public school experience. The cooperating teacher must have a master's degree (with few exceptions, as requested by a local superintendent and approved by the state superintendent of education), must have three years of teaching experience; and must hold a license in, and be teaching in, the area in which the intern is to receive a credential. IHEs are responsible for training the cooperating teachers, through oral or written means, or both.

Starting with students who began college in fall 1989, there is a three-way evaluation process. The cooperating teacher and the faculty member will evaluate the student, the faculty member and the student will evaluate the cooperating teacher, and the student and the cooperating teacher will evaluate the faculty member. The evaluation of the student teacher will be considered in his or her grade, but the evaluations of the cooperating teacher and the faculty member will be used only to determine their effectiveness in these roles.

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ALASKA

STANDARDS

1. Entrance/Exit Requirements

Alaska permits IHEs to set their own entrance and exit requirements.

In January 1991, the Joint Committee on School Performance delivered its report to the Alaska legislature. This group of legislators studied several areas affecting school performance. Among the areas they discussed was professional development of school personnel. The group recommended that individuals have a bachelor's degree in a discipline before they are admitted to a professional education program at a University of Alaska campus. In addition, the group recommended that the University of Alaska system should routinely offer teacher preparation programs and inservice training appropriate for teaching in village schools. Thus far, no action has been taken on these recommendations.

2. Requirements for Regular Licensure

To receive a Type A Certificate, a candidate must: 1) complete an approved teacher education program from an accredited institution; 2) have an IHE recommendation; 3) submit two fingerprint cards; 4) complete six semester hours or nine quarter hours within the last five years just prior to application; and 5) submit fees for certification and background clearance. The Type A Certificate is renewable every five years if the holder submits a Renewal application and fee, and completes six semester hours, or nine quarter hours during the life of the expiring certificate. For first renewal of a certificate issued after April 9, 1987 (certificate due on or after April 9, 1992) the applicant must have completed three semester hours each of Alaska Studies and Multicultural Education, three of which must be upper division or graduate level. The upper division or graduate credit requirement applies to all renewal applicants. Quarter hours convert on a 2/3 factor.

The Joint Committee on School Performance (see **ENTRANCE/EXIT REQUIREMENTS**) recommended that the legislature adopt a resolution to create a tiered licensure system that distinguishes between skills necessary to teach in "rural, multicultural communities and traditional, urban teaching assignments." Thus far, no action has been taken on this recommendation.

3. Emergency or Shortage-Driven Credentials

When a district cannot find a qualified, credentialed teacher, it may request that the commissioner of education issue an Emergency Certificate to an individual holding a bachelor's degree. This one-year credential cannot be renewed. It can be reissued through the same process. If the emergency still exists and the school district complies with requirement for issuance of the Emergency Certificate, an applicant may be granted another Emergency Certificate.

4. Non-Shortage-Driven Alternative Preparation for Licensure

The Joint Committee on School Performance (see **ENTRANCE/EXIT REQUIREMENTS**) recommended in its January 1991 report that the state undertake a feasibility study for alternative routes for candidates entering teaching from fields outside of education. It also suggested that legislation be enacted to allow individuals who demonstrate competence in both a subject matter and teaching to hold limited teacher credentials and teach in fields where bachelor's degree training is not sufficiently available (e.g., in Native Alaskan studies).

The SBE will be considering a proposal to institute a Type U Certificate. This credential would be valid for five years and would be available to bachelor's degree holders who wished to teach in grades seven through 12. This credential is designed both to expand the pool of teachers to include individuals other than educators and to allow school boards more hiring flexibility.

At present, Type I Letters of Authorization are issued at the request of a school board to allow individuals to teach in specialty areas for which no IHE offers formal preparation. The credentials are valid until the end of the school year.

STANDARDS BOARDS

The budget of the Professional Teaching Practices Commission, which advised the SBE on licensure, was greatly reduced by the governor in spring 1991. The commission ceased to exist in July.

MINORITY TEACHER RECRUITMENT

The Alaska Native Teacher Scholarship Program permits districts to nominate Native Alaskans to attend and complete a teacher preparation program at an IHE. These individuals receive loans of up to $7,500 that are forgiven if they teach for five years in the district that nominated them. A central clearinghouse at the College of Rural Alaska of the University of Alaska-Fairbanks helps to place new teachers. Districts may request a list of minority teachers from the clearinghouse. Racial/ethnic identification in the clearinghouse is voluntary.

CLINICAL/FIELD EXPERIENCE

Clinical and field experiences are required as part of program approval.

AACTE
July 1991

ARIZONA

STANDARDS

1. Entrance/Exit Requirements

Arizona requires teacher candidates to pass two tests, one before they enter a teacher education program and another before they receive a license. Students entering teacher education programs are required to pass the P-PST with scores of 172 for mathematics, 173 for reading, and 174 for writing. For a credential, individuals must attain a score of 80 percent on the Arizona Teacher Proficiency Examination (ATPE) basic skills test and 50 percent on the ATPE professional knowledge test. An advisory committee appointed by the SDE continues to examine possible new professional knowledge exams.

2. Requirements for Regular Licensure

Upon meeting the requirements mentioned above, new teachers receive an eight-year, nonrenewable Temporary Certificate. To obtain their Standard Certificate, individuals must earn a master's degree or complete 40 hours of credit, of which 10 hours may be inservice credit from a state-approved district program. To get the credential renewed, a person must have continuous teaching experience or five semester hours of courses. All candidates for licensure are fingerprinted and answer questions designed to screen for a possible criminal background.

3. Emergency or Shortage-Driven Credentials

When a district superintendent verifies that there is no qualified, licensed individual to fill a teaching position, the SDE may issue an Emergency Teaching Certificate. The district may then hire an individual who holds a bachelor's degree to teach in an elementary, secondary, special education, or special subject and non-teaching endorsement area for one year. To reissue the credential, the district must verify the continued existence of an emergency. To be rehired, the individual must have completed six semester hours toward a license as well as one course or examination on the Arizona Constitution and the United States Constitution.

4. Non-Shortage-Driven Alternative Preparation for Licensure

The state offers the Alternative Secondary Certificate. To be eligible for this credential, individuals must: 1) have a district employment contract; 2) hold a bachelor's degree from an accredited institution; 3) pass the ATPE in general knowledge; and 4) have a major (or 30 credit hours) in the subject they will teach and pass an SBE-approved examination in that subject. (The subject examination has not yet been implemented.) Individuals holding the credential will receive 160 clock hours of initial training divided between academic instruction and introductory classroom experience. Candidates will continue to receive academic instruction for the next 30 weeks. They will spend the first 10 of those weeks in the

classroom, and will assume some teaching responsibilities. They will have sole responsibility for the class for the remaining 20 weeks. All training is implemented by the district in conjunction with either the SDE or a SCDE that offers an approved secondary education program. During the 30-week period, candidates will receive support from, and be evaluated by, a professional team. Team members are to include a mentor teacher, a content area specialist, and a "qualified evaluator" (e.g., a principal). The district recommends whether a candidate, after completing this one-year program, should receive the Temporary or Standard Secondary Certificate. Candidates must pass the ATPE in professional knowledge before the district recommends them for licensure.

An amendment to the rules covering the Alternative Secondary Certificate is under consideration by the SBE. At present, individuals must find employment prior to receiving the credential; this amendment would allow individuals to obtain the credential first and then seek employment within a school district. The proposal would also require districts to implement a teacher training program within 30 days of issuing a teaching contract to individuals holding such credentials.

STANDARDS BOARDS

The Professional Standards Certification Advisory Committee, nominated and appointed by the SBE, has changed its membership as of February 1990. It has been pared down from 18 members to seven, to include an elementary teacher, a high school teacher, a principal, a district superintendent, an IHE representative, a county school superintendent, and a layperson. The committee advises the SBE on credentialing regulations.

MINORITY TEACHER RECRUITMENT

No state programs were reported in this area.

CLINICAL/FIELD EXPERIENCE

The state requires candidates to have eight semester hours of student teaching.

AACTE
July 1991

ARKANSAS

STANDARDS

1. Entrance/Exit Requirements

To enter a teacher education program, a person must have a 2.5 GPA in prior undergraduate courses and P-PST scores of at least 170 in reading, 171 in writing, and 169 in math. Before receiving an initial credential, prospective teachers must have a 2.5 GPA and must pass the NTE professional knowledge exam (with a score of 642) and the NTE specialty area exam (with the appropriate cut score).

2. Requirements for Regular Licensure

Individuals may obtain a Standard Certificate by earning a bachelor's degree and completing a teacher education program. It is a six-year credential, renewable with teaching experience. Arkansas also offers a Master Certificate for those who have completed a master's degree. It is a 10-year credential, renewable with teaching experience.

Because of Act 236 (a 1991 bill entitled "Meeting the National Education Goals: Schools for Arkansas' Future"), standards for teacher licensure will be under study in 1991 by a newly created task force (see **STANDARDS BOARDS**).

3. Emergency or Shortage-Driven Credentials

Probationary Provisional Certificates are issued to individuals when a district verifies that it cannot find a licensed teacher to fill a position. Individuals must: 1) hold a bachelor's degree from a regionally accredited IHE with a major or concentration in a teacher licensure area; 2) have a 2.5 GPA (overall or in the major area of concentration); 3) pass the P-PST or the GRE (see **ENTRANCE/EXIT REQUIREMENTS**); and 4) obtain a passing score on the NTE specialty area exam. Once individuals possess this credential, they must submit a Probationary Preparation Plan for courses to be taken at an Arkansas IHE. The credential may be renewed after a year if at least one-third of the deficiencies have been remediated. There may be only two renewals. Upon completing the plan with a 2.5 GPA and passing the NTE professional knowledge exam, individuals are eligible for the Standard Certificate (see **REQUIREMENTS FOR REGULAR LICENSURE**).

The Provisional Certificate may be issued to individuals under a variety of circumstances. For example, teachers holding valid out-of-state credentials may be issued this credential, as may individuals whose standard teaching credentials have expired, individuals who have completed a teacher preparation program but who have not submitted the required score for the NTE exams, individuals who have been prepared out of state, and individuals prepared through the Alternative/Non-Traditional Certification Program (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**). Requirements for the different provisional credentials vary; but all must complete 27.5 clock hours of inservice that is not linked to renewal.

4. Non-Shortage-Driven Alternative Preparation for Licensure

In July 1991, an alternative pilot project sponsored by the state became the permanently established Alternative/Non-Traditional Certification Program. Individuals who wish to become secondary school teachers through this program must hold a bachelor's degree from a regionally accredited IHE, have an academic major in a licensure field, attain at least a 2.75 GPA or a 3.0 GPA in the last 60 hours of the degree, have three references, and have an interview before participating in the program. Candidates are required to participate in a three-year training program that includes on-the-job monitoring and summer and weekend workshops offered through the SDE. IHEs do not provide training but assist the SDE in areas of expertise and advise candidates. Candidates must pass the P-PST during the first year of the program. Participants will be issued a Provisional Certificate once they complete the first summer training session, obtain a teaching contract, and are assigned a mentor. Participants may teach under the guidance of the mentor without taking additional education courses during the school year. In the summer after the first year of teaching, they must enter into another training program. They then teach a second and third year, complete appropriate training along the way, and pass the professional knowledge and specialty area tests of the NTE. They are then eligible to apply for a Standard Certificate.

Program participants are required to pay an annual $500 training fee to the SDE. Act 308, passed in early 1991, authorizes the SDE to provide $500 scholarships to individuals seeking teacher licensure through this route.

STANDARDS BOARDS

The Arkansas Teacher Education, Certification, and Evaluation Committee (ATECE) meets quarterly to study and make policy recommendations on teacher education and the evaluation and credentialing of personnel. The ATECE functions as an advisory group to the SBE; it does not have final regulatory authority. Nominated by the director of general education (i.e., the chief state school officer) and approved by the SBE, the 19 voting committee members must include eight classroom teachers, five school administrators, three teacher educators, one teacher education student, and two laypersons. The committee also has two ex-officio members. Legislation that would have created an autonomous board did not pass in 1991.

As part of Act 236, a task force will be appointed to study teacher licensure standards. The 17-member group, which consists of teachers and administrators from schools in the process of restructuring, subject matter experts, higher education faculty and administrators, and public and business representatives, will define standards for what beginning teachers and administrators must know. They will also determine what assessment systems and tools should be used in evaluating teachers (both traditionally and nontraditionally prepared) and administrators. The goal is to formulate a plan for an outcome-based licensure system. At least three task force members must be from IHEs and will be nominated by the director of the Department of Higher Education. The group must submit its recommendations

by January 1, 1992. This task force effectively bypasses the ATECE, the group that would normally serve in an advisory capacity over such matters.

MINORITY TEACHER RECRUITMENT

Act 858, which passed in early 1991, establishes minority teacher recruitment programs through cooperation between IHEs and school districts. (For the purposes of this act, men, as well as member of ethnic minority groups, are considered "minorities.") Programs will be limited to areas of Arkansas where community colleges or SCDEs are within easy access of minority populations and where the local district is willing to participate. The act authorizes agreements between the IHE and the districts to permit field experiences and student teaching assignments during the last two years of a minority student's program. Programs must provide opportunities for paid internships during the junior and senior years. In addition, the programs must provide for specialized recruitment, selection, admission, and retention measures; these must include measures at the high school level. The state will provide the district with $250 per student per year as an honorarium for the cooperating teacher, who must agree to participate in the program for at least four years.

In 1989, legislation passed that created a Minority Teacher Education Loan Program and a Freshman/Sophomore Minority Prospective Teacher Loan Program. To date, neither effort has been funded by the legislature.

CLINICAL/FIELD EXPERIENCE

IHEs follow NCATE standards for clinical and field experiences. Students must have at least 12 weeks of student teaching.

Act 981, passed in early 1991, requires full-time faculty members in public SCDEs to work collaboratively with the public school districts. IHEs must file reports each year with the SBE, the State Board of Higher Education, and the Joint Interim Committee on Education of the Arkansas General Assembly, delineating faculty involvement in the public schools (although no particular type of involvement is specified). Additionally, the act states that any licensed teacher with credentials that are acceptable to a public IHE may serve as adjunct clinical faculty at the IHE as long as that participation does not jeopardize the IHE's national accreditation. Furthermore, teachers with experience in restructuring schools and outstanding math and science teachers are to be given special consideration for placement as adjunct clinical faculty by the school and college faculty.

AACTE
July 1991

CALIFORNIA

STANDARDS

1. Entrance/Exit Requirements

California requires teacher education students to meet several criteria. First, each cohort of candidates admitted to a teacher education program must have attained the median or higher in a comparison population on one or more indicators of academic achievement, as determined by the individual institution. Second, each candidate must also take the California Basic Educational Skills Test (CBEST); however, candidates may not be denied admission to teacher preparation programs solely on the basis of test scores. Third, to advance to student teaching, candidates must pass the CBEST and verify their competence in their subject matter either by passing subject matter exams or by completing approved subject matter programs. (Most students attain a bachelor's degree before entering a professional teacher education program, but this is not a state requirement. Undergraduates take teacher education courses but may not major in education.) The state has decided to use constructed response questions and open response items along with multiple choice items in assessment of academic competence. The CTC will report in 1991 on its CBEST revalidation studies.

2. Requirements for Regular Licensure

California offers teaching credentials at two levels, the Preliminary Credential and the Professional Credential. To obtain a nonrenewable Preliminary Credential, prospective teachers must: 1) attain a CBEST total score of 123 (no section score may be below 37); 2) verify mastery of subject matter (as described above); 3) complete an approved California teacher education program; 4) pass a course on the U.S. Constitution; and 5) pass a special course on reading instruction. To obtain a Professional Credential, prospective teachers must: 1) successfully complete 30 credits beyond the bachelor's degree in an approved California IHE; 2) pass a course in health education; 3) pass a course on mainstreaming exceptional children, and 4) pass a course on the use of computers and other technology in the classroom. The Professional Credential is renewable every five years if the teacher does at least one semester of teaching and completes an individual professional growth plan that is reviewed by a designated advisor. These plans must contain at least 150 clock hours of activity. Some individuals who complete fifth-year teacher preparation programs and meet all other applicable requirements may receive the Professional Credential as their initial credential.

The California Department of Education (CDE) and the California Commission on Teacher Credentialing (CTC; see **STANDARDS BOARDS**) are piloting the New Teacher Project. Thirty-seven programs involving 20 IHEs and 120 districts provide different support and assessment systems for about 1,000 first- and second-year teachers. A policy report on the progress of the project will be prepared during 1991-1992 and will be presented to the legislature in

March 1992. Although the program is finishing its third and last funded year, the CTC and the CDE are trying to obtain additional funding so that it may continue during 1991-1992.

3. Emergency or Shortage-Driven Credentials

The District Intern Program and the Emergency Permit are available when districts experience shortages of licensed teachers.

Under the District Intern Program, district internships are developed to be consistent with standards established for regular programs. Districts must apply to the CTC for credentials on behalf of the interns. If districts can show a shortage of "certified and qualified" personnel, they may hire candidates who have bachelor's degrees, have passing scores on the CBEST, have verified competence in their subject, and have completed a three-week block of preservice training. The state issues District Intern Certificates to candidates with these qualifications. The newly hired person then works with a mentor teacher, has an annual evaluation, and takes course work toward a Professional Credential. The state awards a Professional Credential after the candidate completes the school district's teacher education program and two years of classroom teaching.

A district may hire a person to teach any subject if it can demonstrate a shortage of credentialed personnel. Individuals hired on an Emergency Permit must hold a bachelor's degree and must have completed subject matter courses in an accredited IHE. To renew the permit, the person must be enrolled in a teacher preparation program, complete six credit hours of courses annually, and work with an experienced educator. The state awards a Professional Credential after a candidate completes all requirements.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Prospective teachers apply directly to IHEs for the University Intern Program. Candidates must have a bachelor's degree, passing scores on the CBEST, and verified competence in their subject. They must also enroll in an internship teacher preparation program that is based on CTC standards. The state issues Internship Credentials to candidates who have met these qualifications. Under the supervision of an IHE, candidates work toward a Professional Credential and teach half time. They receive the credential after they complete two years of successful teaching and the IHE's fifth-year teaching program.

The Eminence Credential allows a few exceptional individuals from other professions to teach. Districts and individuals apply for this one-year, renewable credential, which is valid only in the county in which it is issued.

Teachers with a credential from another state may teach for two years while they meet all requirements for state credentialing, including passing the CBEST and the new subject matter assessment. The CTC has discretionary authority to grant Professional Credentials to these teachers once they have met all requirements.

STANDARDS BOARDS

The California Commission on Teacher Credentialing (CTC) is an autonomous board with policy-making authority on all aspects of state teacher preparation policy. It establishes credentialing requirements, conducts educational research, sets program approval standards, evaluates programs to ensure that standards are met, and administers required testing programs. Since 1988, education codes require that the CDE, the state superintendent, and the CTC keep one another informed of their initiatives.

State law specifies the following composition for the CTC: six classroom teachers, one school administrator, one school services person other than an administrator, one university faculty member, one representative of the state superintendent, and five public representatives (one of whom must be serving as a local school board member). Those members are appointed by the governor. Four nonvoting commissioners are appointed by their respective institutions: the Board of Regents of the University of California, the trustees of the California State University, the Association of Independent California Colleges and Universities, and the California Postsecondary Education Commission.

The CTC recently created new subject matter exams to increase the congruence between these exams and programs for the various subjects. Assessments in English, math, science, and history/social science will be implemented starting in November 1991. Similar examinations in art, music, foreign language, physical education, and elementary education are being field tested.

MINORITY TEACHER RECRUITMENT

SB 1636, enacted in 1990 but currently unfunded, establishes the Paraprofessional Teacher Training Program. The program, which will be administered by the CTC, will begin in 1991-1992 if funded. This career ladder program is designed to enable paraprofessionals to earn teaching credentials by providing financial assistance for books, fees, and tuition while attending a community college or a campus of the California State University system. In return, they are required to work one year in a classroom of the sponsoring district for each year of scholarship they receive. Districts will apply to participate in the program, and those selected will be required to support cohorts of paraprofessionals who will enroll in, and proceed through, SCDEs. To qualify, a district must have a population that is at least 40 percent minority and must employ at least 300 paraprofessionals. The legislation anticipated that 12 districts would be funded to work with 600 paraprofessionals. Although the legislation's primary purpose is to address teacher shortages in the state, it is also intended to diversify the profession.

School aides qualify for licensure as Teacher Assistants at community colleges through a category established by law in 1989. Students will enter two pilot programs in September 1991 (at Mission College-San Fernando and Shaft Community College in Reading) to prepare for licensure under this category. To qualify, the applicant must pass the appropriate exam, which

is being developed by CTC. The 1989 law provides for individuals to receive assistance for books, fees, and tuition while they attend a community college or a campus in the California State University system. They are required to work one year in a classroom of the sponsoring district for each year of scholarship they receive. The legislation stipulates that 40 percent of the participants must be members of racial and ethnic minority groups. The two pilot programs are funded with a $50,000 grant.

The Education Roundtable of the Intersegmental Coordinating Council brings together the CDE, the CTC, the SBE, school districts, community colleges, the California State University System, the University of California System, and other organizations to identify students for careers in teaching. Minority teacher recruitment is a high priority for this group, particularly for the California State University System, which uses California Lottery monies to fund Teacher Diversity Grants. The CDE also has a data base that describes ethnicity and other characteristics of the teaching pool.

CLINICAL/FIELD EXPERIENCE

California law states that one-half of each teacher preparation program must consist of early field experience and student teaching. The CTC has created standards to stipulate the quality of these experiences. The teacher candidate must pass the CBEST and the pertinent subject exam before student teaching (see **STANDARDS**). Student teaching must last at least 12 weeks. Cooperating teachers must be fully credentialed, oriented, and trained in the supervisory role. Both the cooperating teacher and the clinical faculty must comprehensively evaluate the candidate's student teaching experience.

AACTE
July 1991

COLORADO

STANDARDS

1. Entrance/Exit Standards

Applicants to teacher education programs must score at or above the 75th percentile on the CAT and must meet one of the following criteria: 1) have graduated in the top 50 percent of their high school class; 2) have achieved a minimum composite score of 820 on the SAT or 19 on the ACT; or 3) have maintained a 2.5 GPA in 30 hours of higher education courses. Several IHEs require a minimum GPA of 3.0.

The Colorado Commission on Higher Education maintains a 42-hour "cap" on teacher education courses (including student teaching).

2. Requirements for Regular Licensure

Colorado offers two types of teaching credentials. Type A (the General Teachers Certificate) is valid for five years and may be renewed with six semester hours of credit. One may teach under a Type A Certificate indefinitely. Type B (the Professional Certificate) requires a master's degree and three years of teaching.

HB 91-1005, which passed in 1991, changes the credentials offered by the state from "certificates" to "licenses." Furthermore, the bill mandates the development of two levels of licenses (the Provisional License and the Professional License) and a voluntary Master Certificate for teachers with the Professional License. This system of licenses is to be put in place July 1, 1994. To move from the Provisional credential to the Professional, a teacher will have to participate in an approved induction program with a mentor. By 1994, the CDE will have developed criteria for induction programs.

3. Emergency or Shortage-Driven Credentials

If a district can demonstrate that no qualified teacher is available for a position, it may request that an Emergency Certificate be issued to the most qualified candidate available (who need not hold a bachelor's degree). This credential is renewable annually for up to three years as long as the individual shows progress toward licensure. Once the new alternative preparation program goes into effect, emergency credentials will only be renewed if the employing district can demonstrate that it cannot offer an alternative preparation program.

4. Non-Shortage-Driven Preparation for Licensure

HB 90-1150 charges the SBE with developing criteria for the approval of alternative teacher preparation programs provided by school districts or accredited independent schools. Those rules went into effect in January 1991. The bill establishes the following criteria for admission to these

programs. The candidate must 1) hold a bachelor's degree from a fully accredited institution of higher education; 2) demonstrate basic competence in oral and written English and mathematics; 3) be recommended by an accepted institution of higher education as having met subject matter requirements for regular licensure and having the subject matter necessary for teaching in the endorsement areas; and 4) agree to participate fully in the alternative program.

The applicant meeting these requirements is to be issued an Alternative Teacher License. With this license, the candidate will engage in 225 clock hours of planned instruction and activities, to include training in dropout prevention. Mentor teachers will supervise the candidate. A support team (composed of the mentor, the principal, and an IHE representative) will 1) plan the content of the person's program; 2) determine when the candidate can have control of a classroom; 3) evaluate the candidate's progress; 4) make sure that a significant portion of the teaching assignment of the alternative teacher is in the individual's subject area; and 5) make a recommendation to the school district concerning the candidate's eligibility to receive a Provisional License.

School districts may charge candidates in the program fees to cover the cost of the program.

STANDARDS BOARDS

The SBE appoints members of the Commission on Teacher Education and Certification (CTEC) to advise it on standards for the profession. The 11-member board includes five teachers, one principal, one systemwide administrator, one district program supervisor, one dean or chair of an SCDE, one SCDE faculty member, and the state education commissioner. The CTEC approves IHE programs every five years and periodically reviews state standards for program approval and licensure.

HB 91-1005 created a Teacher and Special Services Professional Standards Board. The board will have nine members appointed by the governor with the consent of the Senate. They must include four licensed teachers, one licensed special services provider, one licensed principal, two laypersons (one of whom must be the parent of a child currently attending public school in Colorado), and one faculty member of an SCDE with an approved teacher education program. This board advises the SBE and has the authority to study, develop, and recommend criteria for, licensure and to evaluate approved and alternative education programs, induction programs, and professional practices.

HB 91-1005 also created a Principal and Administrator Professional Standards Board. It is also advisory to the SBE and handles issues related to school administrator preparation and licensure.

MINORITY TEACHER RECRUITMENT

HB 90-1150 created a new fellowship program for the most promising minority candidates who are participating in alternative teacher programs in the state. Individual fellowships will be $1,500.

Under the Minority Teacher Incentive Program, grants of $1,500 are available to minority teacher candidates who have been accepted into an alternate teacher program and are "promising candidates," as determined by the district. The state does not appropriate funding for this program, but rather requires the SDE to solicit funds from outside sources. The legislation limits the solicitation of funds to a maximum of $200,000 per year. In 1991, the SDE began the solicitation.

To increase the number of minorities teaching in Colorado, the state permits teacher education programs to admit 5 percent of their students under "windows" or alternative admission criteria approved by the SBE. Exit standards will be maintained.

CLINICAL/FIELD EXPERIENCE

The state requires a person to have experience with a particular age group before entering a teacher education program. Candidates must have 100 clock hours of planned, documented experience with pupils throughout their teacher education program. Students must have at least 400 contact hours of student teaching at the grade level and in the subject in which they will be licensed. The student teacher must be supervised by a licensed teacher and by college supervisors and may teach in more than one setting. Districts must develop evaluation procedures and file them with the SDE. Student teachers must be given the criteria by which they will be evaluated before they student teach. Students must be evaluated at mid-term and at the end of the semester by the university supervisor. The evaluation must be signed by the university supervisor, the student teacher, and the cooperating teacher. Colorado does not specify training for the cooperating teacher but does require that he or she be paid $75 by the IHE.

AACTE
July 1991

CONNECTICUT

STANDARDS

1. Entrance/Exit Requirements

To enter a teacher education program, a person must have at least a B- GPA in undergraduate courses, have an interview, submit a writing sample, and pass the Connecticut Competency Exam for Prospective Teachers (CONNCEPT). However, students may be exempted from any of the above except the CONNCEPT, and they may receive a waiver for the CONNCEPT if they have either an SAT composite score of 1000 (no less than 400 on either section) or an ACT composite score of 24. All graduates must major in the subject they plan to teach or in a special interdisciplinary major designed for those wishing to teach in elementary grades.

2. Requirements for Regular Licensure

For licensure, the state requires candidates to pass either NTE subject exams in their respective endorsement areas or the elementary content exam. (This is referred to as the CONNTENT requirement.) Out-of-state candidates must take the CONNCEPT or meet the SAT/ACT waiver requirement before being licensed. Candidates receive an Initial Educator Certificate once they have graduated and passed the above exams. This credential is valid for one year.

Candidates for Provisional Educator Certificates are required to take part in the Beginning Educator Support and Training Program (BEST). They must receive a satisfactory clinical assessment of their professional knowledge within one year after they begin teaching. They are then eligible for the Provisional Educator Certificate, which is valid for eight years. This credential requires a master's degree or at least 30 semester hours of credit beyond the bachelor's degree in a planned program. It must be renewed every five years, and nine approved continuing education units are required for its renewal.

3. Emergency or Shortage-Driven Credentials

Superintendents who have advertised a teaching position and have found no qualified, credentialed candidate may ask the state to issue a Durational Shortage Area Permit. This one-year credential may be held by individuals who hold a bachelor's degree and may be renewed twice provided the holder can show enrollment in a teacher education program and has taken at least nine credit hours of courses.

4. Non-Shortage-Driven Alternative Preparation for Licensure

The Alternate Route to Certification program consists of an eight-week, full-time summer program at Wesleyan University followed by two years of supervised teaching in a public school. This program is for those who wish to teach in grades four through eight or in secondary classes in English,

foreign language, science, math, history, or social studies. Applicants must meet several criteria: 1) have a bachelor's degree with a major in the subject they will teach or the minimum number of credits required for a regular endorsement in their area; 2) write an essay demonstrating command of English; 3) earn a passing score on the CONNCEPT (see **STANDARDS**); 4) show proof of having registered to take the CONNTENT; 5) have experience working with children; and 6) have an undergraduate GPA of at least a B or have 24 semester hours of graduate credit with a GPA of at least a B. The fifth and sixth requirements may be waived by the commissioner of education. Students who complete the eight-week program are issued a record of completion and may look for employment. When they obtain public school employment, they are issued a 90-day, temporary credential. After they successfully complete the 90-day probationary period, individuals are issued an Initial Educator Certificate, under which they will teach for one and one-half years. Like other new teachers, they must participate in the BEST program, in which they are supervised and observed. When they successfully complete this program, they receive the Provisional Educator Certificate and must meet the same requirements as all other teacher candidates in the state.

STANDARDS BOARDS

The Commission on Professional Standards (CPS) has formed and replaced the Permanent Advisory Council on the Teaching Profession in response to a legislative mandate from May 1990. The CPS consists of 17 members. Six teachers are appointed by the unions (four from the Connecticut Education Association and two from the Connecticut Federation of Teachers), and two members are appointed by the SBE. One member must be a state or local administrator or higher education representative, and one member must be from the business community. The remaining members are appointed by the state legislature and include at least one parent, one local superintendent, and from three to five representatives of business and industry. This group serves in an advisory capacity to the SBE, the legislature, and the governor on teacher credentialing, preparation programs, and professional development.

The CPS has met each month since September 1990 to put together a code of professional responsibilities. This code has been compiled in a draft and will be submitted to the state board of education, the governor's office, and the legislature. In addition, a futures committee has been formed to further define the role and responsibilities of the CPS.

MINORITY TEACHER RECRUITMENT

The state has just begun implementing the TOP (Teaching Opportunities for Professionals) program for currently employed paraprofessionals who wish to become teachers. Paraprofessionals in the TOP program work half of the school year and take courses toward a bachelor's degree the other half of the year until they complete the degree. The district pays their salary during this time. The state pays a substitute paraprofessional to work during the six months that the regular employee is in college. Although the program is not geared specifically toward minorities, approximately 80

percent of those participating in the program are minorities. For the 1990-1991 year, the legislature gave the SDE $500,000 for the TOP program. The legislature has required the commissioner of education to seek private sources for the rest of the necessary funding; the commissioner has received $61,000 from business and industry.

CLINICAL/FIELD EXPERIENCE

The Connecticut Teaching Competencies must be incorporated into the student teaching experience. New standards requiring 10 weeks of full-time student teaching or its equivalent are still pending. The cooperating teacher must hold a Professional Educator Certificate, demonstrate successful teaching in a district, and show the desire to "facilitate the professional growth of newcomers into the profession." Cooperating teachers (as well as mentors for the BEST program) are selected from within their district according to state criteria. When selected, the cooperating teachers take part in a summer institute, for which they receive stipends and continuing education units. When a student is placed with them, cooperating teachers continue to attend workshops (for which they also receive a stipend and CEUs). The cooperating teacher is also required to assist the IHE in its evaluation of the student teacher and to attend follow-up seminars. The state pays cooperating teachers $50 for every week they supervise a student teacher.

Legislative approval has been granted for a measure that would make the participation of supervising professors in the BEST training program for mentor teachers and cooperating teachers (see **STANDARDS**) part of program approval requirements.

AACTE
July 1991

DELAWARE

STANDARDS

1. Entrance/Exit Requirements

Delaware permits IHEs to develop their own entrance and exit requirements; however, the state requires that individuals achieve the following P-PST scores prior to receiving a teaching credential: reading, 175; mathematics, 175; writing, 172. The SBE passed a resolution that would allow minority teachers to begin teaching under a special credential without passing the P-PST. If these individuals do not pass the P-PST within two years, they will lose the credential.

2. Requirements for Regular Licensure

The state eliminated the Initial Standard Certificate in July 1991. Individuals who complete a teacher preparation program and meet the P-PST scores now receive a Standard Certificate. This five-year credential will be renewable if the person teaches the same grade for three years or takes six hours of refresher course work. After teaching three years in the public schools the individual may hold the Standard Certificate with Professional Status. The requirements of reneving this credential are the same as those for reneving the Initial Standard Certificate.

3. Emergency or Shortage-Driven Credentials

When a licensed instructor is unavailable, districts may request issuance of a Limited Standard Certificate to fill a teaching position. To be eligible, a person must hold a bachelor's degree in a subject designated as a curricular shortage area, meet the P-PST requirements (see **ENTRANCE/EXIT REQUIREMENTS**), and be within nine semester hours of completing an approved program. With a Limited Standard Certificate, these individuals may participate in summer institutes, inservice training provided by LEAs or teacher centers, and formal instruction. To receive a Standard Certificate, they must complete their state approved program within three years.

Delaware also issues nonrenewable Emergency Certificates for periods less than one year and pays teachers with this credential 80 percent of a fully licensed teacher's salary. In July 1991, the state issued Temporary Certificates for the first time. A district will be able to request a one-year Temporary Certificate to hire someone for a position where no qualified, credentialed individual can be found. Eligibility requirements for an individual teaching under this credential are not specified. The credential is valid until the end of the school year.

4. Non-Shortage-Driven Alternative Preparation for Licensure

In July 1991, the state began to issue Internship Certificates. Districts will be able to hire individuals with backgrounds in academic subjects who have completed 15 hours of teacher education courses but have not undergone

student teaching. These individuals will be able to teach with IHE and district support and will be evaluated three times during that year. If the individuals receive positive evaluations and meet the P-PST requirements at the school year's end, they will be eligible for the Standard Certificate.

Legislation is pending that would create another alternative preparation program for licensure.

STANDARDS BOARDS

During spring 1991, the SBE established the Professional Standards Council in response to autonomous board legislation (HB 99). The council, which advises the SBE, will consider teacher and administrator licensure. The board consists of 21 members, including eight teachers or specialists; two school administrators; one superintendent; one district personnel officer; two teacher educators from IHEs; one school board member; one parent; one representative from business and industry; one representative from the office of the governor; one representative from the DPI; and two legislators. The director of the DPI's Professional Development and Certification Division will serve as the nonvoting executive secretary of the group. The deputy superintendent for instruction and the assistant superintendent for instruction will serve as nonvoting ex officio members.

MINORITY TEACHER RECRUITMENT

The Desegregation Advisory Committee of the SBE has been studying the merits of requiring the P-PST. As a result, the SBE passed a resolution in May 1991 to allow minority teachers two years to pass the P-PST (see **ENTRANCE/EXIT REQUIREMENTS**).

CLINICAL/FIELD EXPERIENCE

Delaware does not stipulate the length or content of pre-student teaching or student teaching; however, with the revision of standards occurring in 1991, there may be some new requirements in these areas.

AACTE
July 1991

DISTRICT OF COLUMBIA

STANDARDS

1. Entrance/Exit Requirements

Individual IHEs determine entrance and exit requirements. The District of Columbia Public Schools (DCPS) continues to consider requiring a 2.5 GPA on the undergraduate courses a student takes before entering a teacher preparation program. The District of Columbia requires candidates to attain a score of 648 on the NTE communication skills test and a score of 70 on a test of the candidates' knowledge of the subject they will teach.

2. Requirements for Regular Licensure

Once individuals complete an approved program and pass the required tests, they are eligible for an Initial Certificate. With two years of successful teaching, individuals are eligible for the five-year Professional Certificate, which may be renewed with six credit hours of graduate courses or approved inservice training.

3. Emergency or Shortage-Driven Credentials

The DCPS currently offers a nonrenewable permit whereby individuals may be hired for one academic year on the recommendation of an assistant superintendent if no licensed person is available. Such individuals must hold a bachelor's degree and be working toward licensure.

4. Non-Shortage-Driven Alternative Preparation for Licensure

A proposal to create an alternative preparation program for licensure is now under consideration by the DCPS Board of Education. The plan was developed by a subcommittee of three SCDE deans and selected school staff. Although details of the plan are not public, the plan would permit individuals with bachelor's degrees to teach in critical shortage areas. These individuals would take intensive summer programs in pedagogy prior to teaching and would take modules of education courses during the school year. Participants would teach with the support of a mentor. It would take up to 18 months to complete all courses under the alternative plan.

STANDARDS BOARDS

The DCPS Board of Education regulates teacher education policy in the District of Columbia. A representative group is selected to look at licenses in particular areas. Because the DCPS must review teacher licenses every five years, a steering committee of deans from SCDEs and selected school personnel has been appointed and will meet throughout 1991 to discuss, coordinate, and recommend changes in teacher and administrator licensure. The Board of Education gives final approval on all licenses.

MINORITY TEACHER RECRUITMENT

Although programs are not targeted specifically for minorities, the District of Columbia sponsors several efforts in teacher recruitment that result in the recruitment of minority teacher candidates. For example, children in the city may select to attend a high school with a curriculum that includes courses designed for students interested in teaching. In addition, other children may take part in one of 24 Future Educators of America (FEA) clubs organized in both elementary and secondary levels. The DCPS funds these efforts through its teacher recruitment budget.

The District of Columbia also sponsors an effort to bring paraprofessionals into the teacher preparation program at the University of the District of Columbia (UDC). The District pays part of the tuition for paraprofessionals who attend UDC part-time and work in a District of Columbia classroom. This work counts as their laboratory experience.

CLINICAL/FIELD EXPERIENCE

The District of Columbia requires candidates to have clinical experiences before student teaching. However, SCDEs may determine the length and content of these experiences. In 1989, deans from the seven District of Columbia SCDEs decided that all should offer an eight-week, consecutive, full-day student teaching experience. Cooperating teachers must have at least three years of teaching experience, of which at least two must have been in the DCPS. The Office of Instructional Support in the DCPS selects prospective cooperating teachers. IHEs run training workshops for cooperating teachers free of charge. For the 1990-1991 school year only, all SCDEs agreed to compensate cooperating teachers with either a three-credit course or $100 per student teacher supervised.

AACTE
July 1991

FLORIDA

STANDARDS

1. Entrance/Exit Requirements

To be admitted to a teacher education program, applicants must score in the national 40th percentile or above on either the SAT (currently a combined score of 840) or the ACT tests (currently a 19). Up to 10 percent of an IHE's admissions may be individuals who fail to meet these minimum standards.

The College Level Academic Skills Test (CLAST), is required of all incoming juniors in Florida IHEs. Before receiving a credential, candidates must pass the Florida Teachers' Certification Examination (FTCE). The FTCE has sections on professional knowledge and subject knowledge. All candidates for teaching credentials are fingerprinted. (The fingerprints are checked to see if the individual has a record of arrests and convictions.)

2. Requirements for Regular Licensure

Any individual holding a bachelor's degree who has completed all the specialization requirements for an endorsement, has passed the FTCE, and has maintained a 2.5 overall GPA may be issued the two-year, nonrenewable Temporary Certificate. (See **NON-SHORTAGE DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE** for exceptions to these requirements.) To obtain a five-year, Professional Certificate, an individual must successfully complete the Florida Beginning Teacher Program. To renew this credential, one must complete six credit hours or 120 inservice training credits.

3. Emergency or Shortage-Driven Credentials

No programs were reported in this area.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Six centers involving five state-supported and two private IHEs provide Florida's alternative preparation program. Centers receive approximately $65,000 from the state. To participate, an individual must have a bachelor's degree with a 2.5 GPA and be employed by a district. The person is then issued the two-year, nonrenewable Temporary Certificate. Participants are then supervised by a mentor team while teaching. This supervised teaching counts as their induction year program. After individuals complete the required courses and a year of teaching, they must pass the FTCE. They are then eligible for the Professional Certificate. HB 931 has opened such programs up to those wishing to teach in elementary and special education, as well as those who wish to teach in secondary grades.

STANDARDS BOARDS

The governor appoints and the senate confirms the 24-member Florida Education Standards Commission (ESC). The ESC advises the legislature and the SBE on teacher recruitment, subject matter competence, clinical education, governance, accreditation, and program approval. (The SBE consists of the elected commissioner of education, the governor, the attorney general, the insurance commissioner, and other members of the cabinet.) The composition of the ESC is stipulated as follows: 12 teachers (at least one of whom must be a credentialed individual from a private institution and one a vocational education instructor), one superintendent, one school principal, one school personnel officer, one teacher education inservice director, four citizens (two of whom must be school board members), three representatives from IHEs (two of whom must be deans from SCDEs and the other of whom must be employed by an independent IHE), and one community college administrator.

The ESC is preparing recommendations for critical state priorities for preservice and inservice training, as well as for standards of excellence for teacher preparation that exceed program approval requirements. (Programs that meet these standards will receive public recognition and will be able to receive "teacher enhancement grants.") These recommendations will be finalized toward the end of 1991.

MINORITY TEACHER RECRUITMENT

A full-time recruiter from the SDE talks to minority students in all levels of the educational system, from the elementary to the postsecondary, to encourage them to stay in school and consider a career in education. The Committee on Minority Educator Recruitment meets to discuss recruitment programs around the state and sponsors an annual conference focused on such efforts. The Office of Teacher Recruitment is compiling a "best practices" manual on efforts in this area. The state works with Future Educators of America clubs around the state and sponsors workshops, annual conferences, and handbooks for the groups.

The Chappie James Most Promising Teacher Scholarship offers college scholarships/loans of up to $4,000 per year for up to four years to high school students intent on entering teacher education programs. Law requires that 15 percent of the scholarships go to minority students. The state forgives $4,000 of the scholarship/loan for every year the individual teaches in a Florida school.

HB 931, which passed in 1990, allows IHEs and community colleges to establish pre-teacher education and teacher education pilot programs (approved by the SBE) to encourage minority students to prepare for a career in education. These programs will offer additional academic, counseling, and clinical support for students whom the institutions deem promising but

who might not meet program admission standards. Graduates of such programs must meet all teacher licensure requirements. In addition, HB 931 directs the SBE to consider any possible negative impact of the CLAST on minority students.

CLINICAL/FIELD EXPERIENCE

The state requires a student teaching experience as part of the teacher preparation program; however, no length is specified. According to HB 931, by 1995 all postsecondary faculty involved in the supervision of field experience must have either training in clinical supervision, teaching experience, a Professional Certificate, or a commitment to spend a specified amount of time teaching in the public schools. All cooperating teachers must have documented training in clinical education by 1995. HB 931 requires SCDEs to cooperate with districts and approved nonpublic schools to select school sites for field experiences.

AACTE
July 1991

GEORGIA

STANDARDS

1. Entrance/Exit Requirements

The state permits IHEs to determine entrance and exit requirements; however, public IHEs conform to entrance requirements determined by the Board of Regents. To enter a teacher education program at a public IHE, individuals must have an undergraduate GPA of 2.5 (either cumulative in a certain course of study or overall, depending upon the institution) and must pass the Regents' Test. The latter is a skills test of reading and writing comprehension that all Georgia college students must take before they may attain junior status.

Two separate committees, the Georgia Senate Education Committee and a committee formed under the Board of Regents, have examined teacher education and credentialing. The Board of Regents studied the "structure, form, and substance of teacher preparation programs" in Georgia in response to concerns voiced by members of the Georgia General Assembly. Generally, the recommendations made by this group center around strengthening the relationship between SCDEs and local districts. The Senate Education Committee studied teacher licensure in the state and made recommendations on streamlining the process. Thus far, no action has been taken on either group's recommendations, although changes in both areas are expected with the advent of the new autonomous standards board (see **STANDARDS BOARDS**).

2. Requirements for Regular Licensure

Georgia's Performance Based Certificate is renewable every five years with 10 quarter hours, six semester hours, or 10 staff development units. Various forms of this credential are awarded, depending upon a teacher's field and degree level.

New instructors and all those who are new to teaching in Georgia must take the Teachers Certification Test (TCT) before or during their first year of teaching. A written exam, the TCT assesses knowledge in particular subjects.

3. Emergency or Shortage-Driven Credentials

Several types of emergency or shortage-driven credentials exist in Georgia. Individuals may obtain such a credential if they participate in the alternate route; if they have an out-of-state credential; if they graduated from school more than seven years prior to a possible teaching assignment and have not taken any additional courses; or if credentialed individuals wish to switch fields. Requirements for maintaining the credentials may vary.

One shortage-driven route the state offers is a Provisional Certificate for prospective teachers with a bachelor's degree, a 2.5 GPA, and a major in a

subject for which there is a shortage of teachers. Candidates are required to take five quarter hours each in human growth and development, curriculum, methods, and teaching of exceptional children. They must also pass the certification exam and complete a one-year teaching internship similar to that required of all beginning teachers. The state provides limited funding for IHEs, in cooperation with LEAs, to administer pertinent training through several summer institutes. (The directors of the institutes are in touch with local districts and seek out positions for the program participants.) Mentors receive $750 for their service; they are also paid $500 per week as they undergo training at the summer institute. Interns are paid $2,250 during their six- to eight-week training period. Both receive free room and board during the summer. Special provisional credentials exist for individuals who want to teach in the fields of behavior disorders or mental retardation, learning disabilities, and special education or interrelated fields.

Probationary credentials are issued to individuals who already hold a teaching credential but who are completing requirements to add a new field to their license. These individuals are employed in the field that is being added to their credential.

Emergency Certificates may be issued to individuals who have completed a teacher preparation program but who have not been enrolled in such a program recently or have not taken the TCT.

4. Non-Shortage-Driven Alternative Preparation for Licensure

No state-sponsored programs were reported in this area.

STANDARDS BOARDS

House Bill 589, which was signed by the governor in April 1991, abolishes the existing advisory Professional Standards Commission and creates a new Professional Standards Commission (PSC). The new commission began work in July 1991. The PSC will have 18 members appointed by the governor. The breakdown of the membership is as follows: nine classroom teachers (including at least two representing teachers from grades kindergarten through five, two from grades six through eight, and two from grades nine through 12); two school administrators; two faculty members from state or regionally approved SCDEs; two members from local boards of education; and three representatives of business or the private sector. Only one of the teachers may represent private schools. All members will serve three-year terms except for members appointed to the PSC at its inception in 1991. These members will serve staggered terms: six will serve one year, six will serve two years, and six will serve three years. The commission's charge is to create and implement standards and procedures for preparing and credentialing educational personnel. Its mandate includes, but is not limited to, alternative preparation for licensure and requirements for cooperating teachers.

MINORITY TEACHER RECRUITMENT

In 1990, the SDE prepared a budget package requesting funds for 1) forgivable loans and stipends to assist paraprofessionals in obtaining teacher training; 2) minority teacher scholarships; and 3) an additional staff member in the SDE to work on minority teacher recruitment. None of these requests were funded in 1991. However, a similar budget request will submitted during the 1991-1992 legislative session.

The SDE sponsors an annual minority recruitment workshop for public school personnel on how to recruit minority students into teaching. Five IHEs in the state share a grant from the Ford Foundation to identify and recruit minority high school students into teaching.

CLINICAL/FIELD EXPERIENCE

State policy requires teacher candidates to have continuous and regular clinical experience before student teaching. Student teaching must be a 10-week, full-time experience or a one-year, on-the-job internship. Many IHEs assess student teaching with a mock Georgia Teacher Observation Instrument evaluation (GTOI). (The GTOI is used for teachers' annual evaluations. Passing it is not a requirement for credentialing.) The cooperating teacher must have a valid or renewable credential, have two years of teaching experience in the teaching field of the student teacher, be willing to work with IHE officials to develop a program for the student teacher, demonstrate competence as a teacher, and be recommended by school leadership personnel (e.g., a principal). The state pays cooperating teachers $50 per quarter per student; however, if the cooperating teacher holds a Teacher Support Specialist credential, the state will pay the teacher $250 per quarter per student. (Legislation that would raise that fee to $750 was passed, but compensation for cooperating teachers continues to be funded for only $250 per teacher).

AACTE
July 1991

HAWAII

STANDARDS

1. Entrance/Exit Requirements

The state permits IHEs to set their own entrance and exit requirements. Candidates for licensure must meet the following cut scores on the NTE: communications skills, 651; general knowledge, 647; and professional knowledge, 648. Candidates must also pass the NTE subject area exams.

2. Requirements for Regular Licensure

The state issues three types of credentials: 1) The Basic Certificate is issued to applicants who have completed a four-year, state-approved undergraduate program in teacher education and two years of successful teaching in the state. 2) The Professional Certificate is issued to applicants who have completed a state-approved, graduate or advanced program in teacher education and two years of successful teaching. 3) The Initial Basic or Initial Professional Certificate is issued to applicants who have met the basic or professional credential requirements but have not completed two years of successful teaching in state.

3. Emergency or Shortage-Driven Credentials

When no credentialed teachers are available for a position, Hawaii's single school system can hire individuals who hold a bachelor's degree under temporary teaching appointments. These appointments last only for one year. Individuals teaching under these agreements earn no tenure.

The RISE Program (Respecialization In Special Education) is designed to alleviate teacher shortages in special education and is open to licensed teachers who want to add a special education endorsement to their teaching credentials. Begun as a pilot project in 1990, RISE allows teachers to teach and earn tenure while completing work in special education. The program is administered by the SDE in consultation with IHEs.

4. Non-Shortage-Driven Alternative Preparation for Licensure

No state programs were reported in this area.

STANDARDS BOARDS

The Teacher Education Coordinating Committee (TECC) advises the SBE on teacher education and credentialing. The 12-member committee is a sounding board between the SDE and the SCDEs. It may offer recommendations to the SBE, but does not have final regulatory authority. Members of this statutorily based group include the state superintendent, at least one representative from each IHE's teacher preparation program, and various SDE officials. Current TECC projects include addressing the teacher shortage and obtaining more support for identifying cooperating teachers.

Legislation to create an autonomous teacher credentialing board did not pass in 1991.

MINORITY TEACHER RECRUITMENT

Universities and the state are actively recruiting minorities (which in Hawaii include Samoans and Filipinos) through reactivation of Future Teachers Clubs in high schools and through coordinators who advise minority students while the students are at the IHE. There is an affirmative action coordinator in the SDE who works with foreign-trained teachers, helping them to meet state requirements.

CLINICAL/FIELD EXPERIENCE

The state requires one semester of full-time student teaching as a component of an IHE's accredited teacher education program. The state reviews candidates' evaluations from their student teaching supervisor when they apply for licensure. The TECC continues to focus on ways to increase the number of cooperating teachers and to improve their quality.

The SDE did not receive the $2.5 million requested as a budget for professional development schools. Nevertheless, the University of Hawaii-Manoa and the SDE plan to initiate several such schools in fall 1991. These schools will simultaneously address the education of educators and school renewal. Student teachers will teach at exemplary school sites while schools will be able to work with the university system.

AACTE
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IDAHO

STANDARDS

1. Entrance/Exit Requirements

Idaho does not mandate SCDE entrance requirements but does require applicants for a credential to take the NTE core battery and to attain scores of at least 652 in communication skills, 646 in general knowledge, and 648 in professional knowledge.

2. Requirements for Regular Licensure

Idaho awards two teaching credentials, the Standard Certificate and the Advanced Certificate, both of which are valid for five years. The Standard Certificate requires an IHE recommendation, graduation from an approved teacher education program, and passing scores on the NTE exam. The Advanced Certificate requires all of these and a master's degree. Both credentials may be renewed with six semester hours of credit, three of which may be approved district inservice credit.

In September 1991, there will be a colloquium examining three reports issued in 1991 and their impact on education (see **STANDARDS BOARDS** and **MINORITY TEACHER RECRUITMENT**). Another report, commissioned by the SBE and expected in summer 1991, will examine teacher education programs and may also be a subject for discussion by this group. All may have an effect on licensure and standards.

3. Emergency or Shortage-Driven Credentials

When a district cannot find a qualified, credentialed teacher for a position, it may ask the state to issue a Letter of Authorization to an individual with a bachelor's degree. If that individual has already started work in a teacher education program, the district can request a multi-year Letter of Authorization as long as the individual submits a plan to complete the program within three years. If individuals teaching under the Letter of Authorization have not already begun courses in a teacher education program, they must complete nine semester hours of such courses to be eligible for the authorization for a second year.

4. Non-Shortage-Driven Alternative Preparation for Licensure

The Secondary Field-Centered Teacher Training Program, adopted in February 1990, has been implemented. To participate in this program, individuals must hold a bachelor's degree with a 2.5 undergraduate GPA and have an academic major in the subject for endorsement at the secondary level. Five years must have passed since the individuals graduated from college. Individuals must pass the NTE tests of communication skills and general knowledge and will then be issued Teacher Trainee Certificates, which will allow them to secure a teaching position. They must take nine semester hours of pedagogy and methods before they begin teaching. Internship hours

are required in all four semesters (two years) of the program. A consortium is formed for each candidate consisting of the mentor teacher and one representative each from the school district, the SDE, and the participating IHE. The consortium guides individuals and determines what kind of courses they must take in the next summer. The district provides a mentor teacher for the first year; the mentor teacher may also be required for the second year. Prior to completing the second year of the internship, candidates must pass the professional knowledge test of the NTE. By the end of the second year, they will complete between 26 and 30 semester hours. They are then eligible for the Standard Secondary Teaching Certificate. Idaho pays $1,000 toward the cost of the consortium's work with teacher candidates, but candidates must pay the remaining costs.

The Consultant Specialist Certificate is available to individuals with a specialized background who have not had formal teacher training. These individuals may teach for only specified periods on a part-time basis.

STANDARDS BOARDS

The Professional Standards Commission (PSC) advises the SBE on such matters related to teacher education and certification as the revocation and reinstatement of teaching licenses and the administration of program approval. Appointed by the SBE, the 18-member group represents various constituencies within the state's education community. The law stipulates the following composition for the PSC: seven school teachers (one must be from special education and one must be from counseling or another pupil personnel position), one administrator of special education for kindergarten through grade 12, one elementary school principal, one secondary school principal, one district superintendent, one representative of the State Department of Vocational Education, one local school board trustee, two public SCDE representatives, one private SCDE representative, one representative from the SDE, and one IHE arts and sciences representative. The group continues to examine teacher testing issues. It also must report to the SBE on critical shortage areas for teachers for the 1991-1992 school year.

A Blue Ribbon Panel, jointly appointed by the governor and state superintendent, issued its report, "Educational Success for All Idaho Students" in February 1991. This report considered preschool and early childhood education, student performance and completion rate, parental and community involvement in children's education, school organization and facilities, and the education profession itself. With regard to the education profession, the group recommends that the state should provide incentives, such as financial aid, to encourage students to study teaching or school administration. The state was advised to revise professional preparation programs so that by 1994, all IHEs would establish performance goals and outcome assessment strategies that would be aligned with those to be developed by the SDE. The group also recommended that graduates of approved teacher education programs be granted a Temporary Certificate, with which they would teach in a year-long induction program.

In addition, the Idaho Education Project, a group of researchers funded by private businesses, reported their findings in early 1991. This report makes recommendations on a variety of issues, including children's readiness for school, a shift to a performance-based school system, a redesign of curriculum and instruction, and the education profession. With regard to teacher education, the report recommends school/IHE partnerships.

MINORITY TEACHER RECRUITMENT

Although no state programs were reported in this area, the Task Force on Hispanic Education submitted its report to the SBE in January 1991. Recommendations pertaining to teacher education include those that would require SCDEs to mandate three credit hours of Hispanic cultural awareness training, require multicultural training for recertification, and require all districts to offer such training to all educational personnel on a regular basis.

CLINICAL/FIELD EXPERIENCE

The state requires teacher candidates to have six semester or nine quarter hours of student teaching, and these hours must be documented.

AACTE
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ILLINOIS

STANDARDS

1. Entrance/Exit Requirements

IHEs follow a set of written procedures for admitting students to teacher preparation programs. Candidates must be evaluated when they enter the IHE, when they enter the SCDE, when they enter into student teaching, and before they are recommended for initial licensure. (Criteria at each checkpoint must be more rigorous than at the preceding one.) The Illinois Certification Testing System tests candidates' basic skills and knowledge of their content area. To receive a teaching credential, students must simultaneously pass all four components of the basic skills test (reading, mathematics, grammar, and writing).

2. Requirements for Regular Licensure

The state issues several types of teaching credentials, including the Standard Elementary (for kindergarten through grade nine), Early Childhood (for birth through grade three), Standard High School (for grades six through 12), Standard Special (for kindergarten through grade 12 in music, physical education, etc.), and several special education licenses. No distinction is made between initial and subsequent credentials granted to teachers in any of these areas. All standard credentials (except for administrative credentials) are valid for four years and are renewed through annual registration with a regional superintendent. At the time of the first renewal, individuals must pass an examination on the United States Constitution and the Illinois Constitution or demonstrate completion of an equivalent course or examination at the preparing IHE. Credentials not registered within four years of the date of last registration will lapse. Individuals must then take additional courses to reinstate the credential.

3. Emergency or Shortage-Driven Credentials

Illinois offers a Substitute Certificate when no credentialed teacher is available. A district may apply for a Substitute Certificate through the regional superintendent. Individuals working under this credential must meet one of the following criteria: 1) hold a bachelor's degree from a recognized IHE; 2) hold a bachelor's degree from a regionally accredited IHE; or 3) have two years of teaching experience and have earned at least 60 semester hours of college credit, including six semester hours in professional education. This credential is valid for four fiscal years. Individuals working under this credential may only teach in place of a teacher under contract in any one school district for up to 90 days, except in the city of Chicago, where a substitute teacher may teach on a full-time, permanent basis.

4. **Non-Shortage-Driven Alternative Preparation for Licensure**

Legislation has been proposed to create the Resident Teaching Certificate. This temporary credential would permit individuals who are enrolled in a teacher education program and have passed the Illinois Certification Testing System to serve a teaching residency under the supervision of a cooperating teacher. Although individuals would serve as salaried teachers and would accumulate years toward retirement, the cooperating teacher would continue to hold full responsibility for the classroom. With the successful completion of both the teacher education program and the teaching experience, individuals would be eligible for regular licensure.

STANDARDS BOARDS

Appointed by the state superintendent, the 17-member Illinois Teacher Certification Board (ITCB) advises the SBE on standards and SCDE program approval. The members include eight teachers, five IHE representatives, one regional superintendent of schools (representing one or more counties), and three public school administrators. Members are generally nominated by their respective professional organizations. The ITCB continues to discuss alternate routes, including the Resident Teaching Certificate (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**) and minority teacher recruitment. In addition, the group has been developing rules for the implementation of administrator inservice requirements (see the December 1990 edition of **Teacher Education Policy in the States**).

MINORITY TEACHER RECRUITMENT

The SBE and the ITCB have established a requirement that by 1991, each district must develop and carry out a plan to increase the number of minority teachers and staff members. The SDE has produced materials to help districts recruit minority candidates. Each IHE is required to submit a written recruitment plan for increasing the ethnic diversity of the student body in its teacher preparation program. A scholarship is available for women and minorities entering graduate programs in administration.

In September 1990, legislation was passed that created the Minority Male Teacher Incentive Program; however, the program has not been funded. Legislation for a scholarship program to replace that program is now under consideration. The Minority Scholarship Program would be open to all minorities, although 30 percent of the scholarships would be earmarked for men. The scholarships would pay an annual maximum of $5,000 for tuition, fees, room, and board.

Scholarship recipients must agree to teach for at least two years at a public or private elementary or secondary school in Illinois at which at least 60 percent of the enrolled students are minorities. If a scholarship recipient fails to fulfill his or her teaching obligation, the program provides for prorated repayment of scholarship assistance over a 10-year period, with interest.

CLINICAL/FIELD EXPERIENCE

The state requires candidates to have 100 clock hours of sequential clinical experience early in their program and before they student teach. The experience must take place in an accredited school and include a multicultural experience. All candidates must have a minimum of five semester hours of student teaching, and this experience must be assessed. Cooperating teachers must be fully credentialed, must be employed by the district, and must teach in the student teacher's area. The IHE and the district must have a binding agreement that expresses the expectations of both sides for the student teaching experience.

AACTE
July 1991

INDIANA

STANDARDS

1. Entrance/Exit Requirements

Indiana follows NCATE standards for SCDE approval. To enter a teacher education program, individuals must have a 2.5 GPA on prior undergraduate courses. To be licensed, students must graduate from an approved program, pass the NTE core battery (i.e., receive scores of at least 653 on communication skills, 647 on general knowledge, and 646 on professional knowledge), and pass the relevant subject examinations. Indiana has used the content examinations of both the NTE and the Indiana Tailored Testing Program; however, the Indiana Tailored Testing Program will no longer be administered, as of July 1991. Instead, NTE subject exams, which were developed after the institution of the state testing program, will be used.

Legislation passed in 1991 mandates the State Board of Education to create a waiver provision to allow candidates who do not pass the NTE the first time to teach for a limited period. Rules are still to be adopted.

2. Requirements for Regular Licensure

After completing an approved program, passing the required NTE core battery and specialty exams, and receiving the recommendation of an IHE, an individual is eligible for a Standard License. This license is valid for five years. To renew it, individuals must earn six hours of credit either in their subject area or in professional education courses.

Teachers in their first year of employment in a regular teaching position must participate in the Beginning Teacher Internship Program. A teacher must successfully complete an internship within the first two years of employment to continue holding a regular teaching job in Indiana. The state provides an individually approved fellowship of up to $1,000 for remediation for those who are not able to show minimal competence the first year.

A Professional License, valid for 10 years, is an optional credential available to experienced teachers. To earn it, one must have five years of teaching experience and an appropriate master's degree. The master's program must include study in the professional and specialty areas. After the first 10 years, the Professional License must be renewed every five years. Each renewal requires six semester hours of credit or 90 certification renewal units (CRUs). (Fifteen CRUs equal 1 credit hour.)

3. Emergency or Shortage-Driven Credentials

When an employing school district has verified an emergency need for teachers in a specialty area, the district may request that the SDE issue a Limited License. To be eligible for this credential, individuals must hold a bachelor's degree with a minimum of 15 semester hours in an appropriate subject. The credential can be renewed each year if the holder earns six

semester hours in an approved teacher education program toward a Standard License.

To increase the number of secondary school teachers in three urban districts in northwestern Indiana, three school corporations (districts), three unions, and one IHE have cooperatively planned the experimental Urban Teacher Education Program. To participate, individuals must possess a bachelor's degree (with a 2.5 GPA) and a district contract, indicate their experience in urban areas, and pass the specialty area exams for the field to be taught. Participants take six semester hours of professional education before entering the classroom, six each semester during the first year of teaching, and six the next summer. All training occurs at the school site. Participants are issued a Limited License at first and are eligible for a Standard License at the completion of the training.

4. **Non-Shortage-Driven Alternative Preparation for Licensure**

No state programs were reported in this area.

STANDARDS BOARDS

The state superintendent appoints the Teacher Training and Licensing Advisory Committee (TTLAC) to advise the SBE on teacher preparation, licensing standards, and program approval. Committee members currently include two teachers, one superintendent, one school board member, one school principal, one SCDE representative, and the state superintendent or his designee. The committee's composition must include four representatives of public schools or teacher preparation programs. The Superintendent of Public Instruction always serves as an ex-officio member.

As a result of a 1990 report by the Governor's Task Force on Teacher Education, Certification, and Licensing, legislation was introduced in 1991 that would have created a professional standards board. It did not pass.

MINORITY TEACHER RECRUITMENT

The state-funded Minority Teachers Scholarship Fund provides renewable $1,000 scholarship/loans for Black and Hispanic teacher education students. To be eligible, individuals must have a 2.0 GPA and be residents of Indiana. Recipients who teach for three of the five years following their graduation are not required to repay the loans.

Project SET (Student Exploratory Teaching) is run by the Division of Educational Equity. This program is working to revive teacher clubs in the high schools. Although the program is not specifically for minorities, the programs are situated in school corporations (districts) with high minority populations.

CLINICAL/FIELD EXPERIENCE

The state requires that all clinical experience be "early and continuing." Ten weeks of full-time student teaching are required. Cooperating teachers must have a Professional License and five years of teaching experience.

AACTE
July 1991

STANDARDS

1. Entrance/Exit Requirements

The state allows IHEs to determine entrance and exit requirements.

2. Requirements for Regular Licensure

Iowa offers three teacher licenses. Once candidates have completed an approved program (including a course on human relations) and a bachelor's degree from a regionally accredited IHE, they are eligible for the Provisional License. This license is valid for two years. After completing two years of teaching deemed successful in a local evaluation, an individual is eligible for the Educational License. This license is valid for five years and is renewable with eight reneval units. A person holding the Educational License who has five years of teaching experience and a master's degree in a subject or teaching area is eligible for the Professional License. This credential may be renewed with six reneval units every five years.

On July 1, 1990, Missouri, Iowa, Nebraska, and Kansas entered into the MINK agreement, which allows the issuance of a two-year, regional exchange license for classroom teachers. South Dakota joined the agreement in July 1991. To receive this license, applicants must complete a state-approved teacher education program and must hold a valid, regular license in the state in which they completed a teacher education program. This nonrenewable license is limited to the areas and levels for which it was earned. In Iowa, this MINK agreement applies to the Provisional, Educational, and Professional Licenses. Graduates from other states may have deficiencies to remediate before they may receive the next level of credential (i.e., the Educational or Professional License in Iowa). The MINK agreement is not a reciprocity agreement, nor does it establish a permanent, reciprocal license.

House bill 486, passed in spring 1991, permits the Board of Educational Examiners (see **STANDARDS BOARDS**) "to deem national board [National Board for Professional Teaching Standards] certificate holders as meeting the requirements for Iowa teachers' licenses or endorsement." When the Board of Educational Examiners finds that these national standards meet or exceed Iowa requirements, those holding national certification will be able to gain licensure in Iowa.

3. Emergency or Shortage-Driven Credentials

The state does not offer emergency licenses. A two-year Conditional License may be requested by a district if licensed teachers are needed to teach in fields in which they are not endorsed. With this license, individuals may teach out of field while completing course requirements for the endorsement.

4. Non-Shortage-Driven Alternative Preparation For Licensure

The Board of Educational Examiners (see **STANDARDS BOARDS**) has written a proposal to implement an alternative program that would be jointly administered by participating IHEs and districts. This proposal is currently circulating among interested parties in the state.

STANDARDS BOARDS

The autonomous Board of Educational Examiners, created in 1989, handles matters of licensure and professional practice. The board consists of 11 members, including five teachers, four administrators, and two public members. One of the public members is the director of the SDE (or that person's designee) and chairs the group. The group is appointed by the governor and confirmed by the state Senate. In addition to considering professional practice cases, the board has developed a proposal for alternative preparation for licensure (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**) as well as a proposal for a support system for beginning teachers.

MINORITY TEACHER RECRUITMENT

No state-level programs intended specifically to recruit minorities into teaching were reported.

CLINICAL/FIELD EXPERIENCE

Early in their program, candidates are required to spend 50 hours observing and participating in teaching activities in a variety of school settings. Forty of the 50 hours must take place after candidates are admitted to a teacher preparation program and before they student teach. Candidates must spend 12 weeks student teaching. Both clinical and field experiences must be evaluated by an SCDE. Professional education faculty must participate in 40 hours of team teaching in elementary or secondary schools every five years. Cooperating teachers must be experienced and licensed in the area they teach. The Board of Regents requires Regents IHEs to pay cooperating teachers $120 per student supervised.

AACTE
July 1991

KANSAS

STANDARDS

1. Entrance/Exit Requirements

The state does not stipulate entrance or exit requirements for teacher education programs. However, all Regents IHEs require candidates for junior-year admission to a teacher education program to have at least a 2.5 GPA and P-PST scores of at least 172 for mathematics and 172 for writing.

2. Requirements for Regular Licensure

Kansas offers the Standard Certificate for an initial three years and then for five years. To receive the initial Standard Certificate, a candidate must have 2.5 overall GPA on undergraduate work, complete a state-approved program in the subject or field of endorsement, attain a score of 642 on the NTE professional knowledge test, and earn the following scores on the P-PST: 168 in reading, 168 in mathematics, and 170 in writing. Individuals must have completed the study requirements within the six years before they apply for a license. After teaching for two years under this license, they are eligible for the five-year Standard Certificate. (The three-year credential is renewable for those who have not met this requirement.) The five-year credential is renewable with 160 inservice points or eight upper division credits, one-half of which must consist of semester hours if one holds a bachelor's degree. Individuals with an advanced degree may renew the five-year credential with 120 inservice points, six upper division credits, or any equivalent combination of the two. Individuals holding a master's degree may have the five-year Standard Certificate renewed twice on the basis of their teaching alone; to do so, they must have taught three years under their most recent Standard Certificate.

In 1990, Missouri, Iowa, Nebraska, and Kansas entered into the MINK agreement, which will allow the issuance of a two-year exchange credential for classroom teachers. Applicants must complete a state-approved teacher education program and must hold a valid regular credential in the state in which they completed a teacher education program. This credential is renewable only if the teacher meets requirements for the Standard Kansas Certificate. South Dakota will sign onto this agreement in July 1991. At that point the agreement will be known as the MINKS agreement.

3. Emergency or Shortage-Driven Credentials

A Provisional Endorsement is available to candidates in specified areas.

These endorsements are valid for a specified number of years and renewable only with continued professional study in an approved teacher preparation program.

4. **Non-Shortage-Driven Alternative Preparation for Licensure**

A bill to create an alternative preparation program based at IHEs did not pass during the spring of 1991. This bill was not related to the TSAPSAB (see **STANDARDS BOARDS**) subcommittee currently studying alternative programs.

STANDARDS BOARDS

The SBE appoints the Teaching and School Administration Professional Standards Advisory Board (TSAPSAB) to conduct reviews of teacher education and credentialing. The TSAPSAB has 21 members who advise the SBE. These members must include the following: 10 teachers (including one each from vocational education, special education, and a non-public school); three principals (one each from elementary, middle, and secondary school); four administrators (one superintendent and one administrator from vocational education, special education, and a non-public school); one public IHE representative; one private IHE representative; one PTA member; and one local school board member. Public and private IHE representatives have voting rights on the TSAPSAB, but the PTA member and the local school board representative do not.

MINORITY TEACHER RECRUITMENT

The SDE is assisting LEAs in establishing chapters of the Future Educators of America club. Some of these chapters will focus on recruiting minority students into the profession. Legislation to amend the Kansas Teacher Scholarship Program, which offers $5,000 per year to teacher candidates in Regents IHEs, passed in 1991. This proposal requires that minority teacher candidates receive "all due consideration" when they apply for scholarships. However, this legislation does not set aside any amount or percentage of the scholarship monies for minority teacher candidates, nor does it require that such candidates receive any special consideration. Such scholarships are distributed on the basis of ACT scores, high school GPA, and class rank to individuals who will teach in disciplines the SBE determines to be "hard-to-fill." For 1990-1991, these disciplines include math, science, industrial arts, library media, foreign languages, and special education. Individuals receiving such awards must teach in Kansas schools one year for each year of award they received.

CLINICAL/FIELD EXPERIENCE

Kansas requires that teacher education students have "early and continuous" clinical experiences. Clinical faculty must have teaching experience in the field they supervise. As of September 1990, the state requires 10 weeks of student teaching.

AACTE
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KENTUCKY

STANDARDS

1. Entrance/Exit Requirements

Kentucky specifies both entrance and exit requirements for teacher candidates. To enter a teacher education program, candidates must attain a score of at least 19 on the ACT or 21 on the enhanced ACT or must attain the equivalent of grade 12.5 on each of the subtests of the Comprehensive Test of Basic Skills. (The state does not accept SAT scores.) Candidates must have a 2.5 GPA on undergraduate work and an interview. The admissions committee judges candidates on the following criteria: total academic record; skills in written and oral communication, reading, writing, and computation; record of preprofessional courses; commitment to profession; human relation skills; letters of recommendation; ability to work with children of diverse backgrounds and abilities; and other criteria indicating potential for becoming successful professional educators. To exit a program, candidates must attain the following minimum scores on the core battery of the NTE: communication skills, 646; general knowledge, 643; professional knowledge, 644. They must also take an exam in their specialty area.

2. Requirements for Regular Licensure

After applicants complete an approved program and meet the above requirements, they receive a statement of eligibility that is valid for four years. On confirmation of employment, they receive a one-year Provisional Certificate. During their first year teaching, they enroll in a one-year Kentucky Teacher Internship Program. If they successfully complete the internship, the credential is extended for four years. After that, the credential may be reneved every five years. For the first five-year reneval, individuals must complete 15 semester hours of graduate credit. For the second five-year reneval, they must complete a master's degree or a nondegree, planned fifth-year program. Each subsequent five-year reneval requires three years of teaching or six additional semester hours of graduate credit.

To earn the more advanced Standard Teaching Certificate, teachers must complete a master's degree or fifth-year program that includes 12 semester hours of professional education designed for a particular grade level and 12 semester hours to strengthen their knowledge of the subject in the grade they teach.

The Education Professional Standards Board (see **STANDARDS BOARDS**) has a mandate to streamline the teacher licensure system. Thus, this credentialing system will probably be under study by the board in the coming months.

3. Emergency or Shortage-Driven Credentials

When no licensed teacher is available, a district may request that an Emergency Certificate be issued to an individual with a bachelor's degree and a GPA of at least 2.5. In order to teach under this credential for a second year, individuals must complete six credit hours toward a credential (or more if they are working in special education).

4. Non-Shortage-Driven Alternative Preparation for Licensure

In July 1991, the Education Profession Standards Board (EPSB; see **STANDARDS BOARDS**) adopted regulations for the district-level alternative preparation programs for middle and high school teachers created in HB 940, which passed in 1990 (see December 1990 edition of **Teacher Education Policy in the States**). HB 940 describes how one or more districts may seek, with an IHE, to offer an alternative program. (When a district wishes to create a program, it must contact an IHE; however, if the IHE refuses to participate, then the district can implement the program alone.) After the proposal is approved by the EPSB, the district must appoint a four-member professional support team chaired by the school principal. The team includes an experienced teacher, an IHE faculty member, and an instructional supervisor. Each team member must complete training prescribed by the EPSB and pass a final examination. To enter the program, teacher candidates must pass a district screening process. They must also hold a bachelor's degree with a 2.5 overall GPA and either a 30-hour major in, or five years' experience related to, the subject they will teach to enter the program. These individuals hold a one-year Provisional Certificate.

All alternative programs must have three phases. 1) Candidates must first complete a full-time seminar and practicum of approximately eight weeks before they may teach. The seminar and practicum must include (but are not limited to) an introduction to basic teaching skills through a supervised teaching experience and an orientation to the policies, organization, and curriculum of the district. 2) In the second phase, candidates spend one half of their time teaching under supervision. They are visited and critiqued by the professional support team at the end of the fifth, tenth, and eighteenth weeks. Candidates spend the other half of their time during this phase receiving formal instruction. 3) In the third and final phase, a candidate must spend 18 weeks in full-time supervised teaching. Instruction continues during this time, and the candidate is critiqued at least once each month. Individuals in the alternative programs must pass the required NTE exams to renew the Provisional Certificate; they then enter the Kentucky Teacher Internship Program and complete the induction year.

STANDARDS BOARDS

The Education Professional Standards Board (EPSB) sets requirements for teacher certification/licensure and for the evaluation of teacher education programs. The EPSB also maintains data on employment trends and submits reports on these to the governor and the Legislative Research Commission. Thirteen of the 15 members are appointed by the governor: eight teachers (representing elementary, junior high, senior high, special education, and

secondary vocational classrooms); two school administrators, one of whom must be a principal; one representative of a local board of education; and two deans of SCDEs (or their designated representatives). The chief state school officer and the executive director of the Council on Higher Education serve as ex officio voting members. Thus far, the group has developed procedures to govern itself. It has also been reviewing administrative regulations for the alternative route to licensure for middle and high school (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**). The group will shortly consider the initial content of an alternative program at the primary level.

MINORITY TEACHER RECRUITMENT

HB 940 states that "The [EPSB] board shall study the problem of the declining pool of minority teachers in the Commonwealth and submit recommendations for increasing the number of minority teachers to the 1992 regular session of the General Assembly." In the SDE, a staff person examines the recruitment of minority teachers and ways to address concerns in specific districts.

CLINICAL/FIELD EXPERIENCE

Candidates must have 150 contact hours of clinical experiences before they student teach; at least half of these hours must be in the field. The regulations for teacher licensure require 12 weeks of full-day student teaching. At least four times, the college coordinator must observe the student teachers in the classroom and prepare a written report on these observations to share with the student teacher. The IHE selects and provides an orientation for the cooperating teacher and implements a program designed to enhance that person's effectiveness. The cooperating teacher must: 1) hold a valid teaching credential; 2) hold a master's degree or have completed a fifth-year program; and 3) have taught in the present school system at least one year.

AACTE
July 1991

LOUISIANA

STANDARDS

1. Entrance/Exit Requirements

Entrance requirements include: 1) scores on the NTE of at least 644 on general knowledge and 645 on communication skills and 2) a 2.2 undergraduate GPA. Each year, 10 percent of an SCDE's entering teacher education students may be admitted without meeting the testing requirements; however, they will need to meet these requirements for licensure.

2. Requirements for Regular Licensure

As a result of the Children First Act of 1988, a new credentialing system was implemented in 1990. All teachers seeking licensure for the first time, as well as all teachers holding the old Type C Certificate (see June 1990 edition of Teacher Education Policy in the States), are issued the Provisional Certificate. Under this two-year, nonrenewable credential, teachers are evaluated under the Louisiana Teaching Intern Program. If the candidate fails some aspect of the evaluation, the credential may be extended for a limited amount of time through the Provisional/In Remediation Certificate, but if that credential has been reissued the maximum number of times and the holder has not successfully passed the evaluation, the person cannot be issued a provisional credential for two years.

When individuals receive a satisfactory evaluation, they are eligible for the five-year Professional Renewable Certificate. Teachers holding this credential must participate in the Louisiana Teacher Evaluation Program. With a satisfactory evaluation, they may renew the credential.

The licensure system is being challenged both in the legislature and in court. Legislation has been introduced in 1991 to suspend or refine the evaluation program. Law suits have been filed to stop the implementation of the evaluation program as well as to reinstate teachers' lifetime teaching credentials.

3. Emergency or Shortage-Driven Credentials

An individual holding a bachelor's degree with an overall GPA of 2.5 may be admitted to the Post-Baccalaureate Alternative Certification Program, an alternative program for licensure in elementary grades, secondary grades, and special education. All IHEs are required to offer the program in some form. The individual's transcript is evaluated by the participating IHE, and the IHE prescribes courses to remediate the person's educational deficiencies. Districts may employ these individuals only if there is no licensed teacher available. When employed, the individuals participate in two years of a paid teaching internship while serving under a Temporary Certificate (see below). Once they have completed the program and passed the required NTE examinations, they are eligible for licensure. There are state funds dedicated to Post-Baccalaureate Scholarships of up to $4,000 for

individuals undertaking this alternate route. These scholarships may be paid back through teaching.

Temporary Certificates may be issued at the request of a district for licensed individuals teaching out of field and individuals participating in the Post-Baccalaureate Alternative Certification Program. The credential is issued on a yearly basis and may be renewed with six semester hours of college credit. Public school systems may make temporary teaching assignments on a yearly basis rather than ask the SDE to issue Temporary Certificates. Local systems must adhere to the same regulations and criteria used by the SDE in issuing such credentials, with one exception: people hired to teach who do not hold a regular Louisiana teaching credential must attain the appropriate scores on the NTE and be eligible for admission to an approved Louisiana teacher education program.

4. Non-Shortage-Driven Alternative Preparation for Licensure

No state programs were reported in this area.

STANDARDS BOARDS

The Advisory Commission on Teacher Education and Certification advises the Board of Elementary and Secondary Education on teacher education and credentialing. The members include representatives from teacher organizations, universities, and school districts, and the director of the Louisiana Certification Bureau (who is an ex officio member.)

MINORITY TEACHER RECRUITMENT

A bill passed in 1990 required the formation of a commission to study all aspects of the state shortage "in black and other minority teachers in general and black male teachers in particular and to recommend actions that specifically address the selection, preparation, and certification and employment of minority teachers." Individual members represented SCDEs, the governor's office, the Board of Regents, the Southern University Board of Supervisors, the Louisiana State University Board of Supervisors, the Board of Trustees for State Colleges and Universities, the SDE, the State Board of Elementary and Secondary Education, the Louisiana Association of Educators, the Louisiana Federation of Teachers, the National Association for the Advancement of Colored People, the Louisiana Association of School Principals, the Louisiana Association of Business and Industry, designees from the House and Senate Committees on Education, and representatives from key predominantly Black organizations.

A report of the group's findings was submitted to the legislature and was in turn referred to the deans of SCDEs, who must provide input on the report to the SBE. The report contains recommendations in the areas of student recruitment, teachers' salaries, nontraditional students in the teacher education work force, multicultural education, the role of predominantly Black institutions of higher education, minority teacher employment, and curriculum support.

The Education Majors Scholarship Program provides $1,000 per semester for up to eight semesters for individuals in teacher education programs. Recipients must pay back the scholarship by teaching in Louisiana for four years. Legislation passed in 1990 requires that special minority recruitment efforts be made for this program as well as for the Post-Baccalaureate Scholarship (see **EMERGENCY OR SHORTAGE-DRIVEN CREDENTIALS**).

CLINICAL/FIELD EXPERIENCE

Individuals must have a clinical experience during their sophomore year, the nature of which is determined by the SCDE. In addition, 270 clock hours of student teaching are required, 180 hours of which must be spent teaching. Cooperating teachers must hold the endorsement for supervisors of student teaching. To attain this endorsement, the prospective cooperating teacher must have three years of teaching experience, a master's degree, and a graduate course in the supervision of student teachers. Provided the person continues to serve as a cooperating teacher, this endorsement is valid for as long as the credential on which it appears.

AACTE
July 1991

MAINE

STANDARDS

1. Entrance/Exit Requirements

Maine does not stipulate standards for entrance into teacher education programs; these are left to the discretion of the IHEs. The state requires all candidates for a teaching credential to pass the NTE core battery with the following scores: communication skills, 656; professional knowledge, 648; and general knowledge, 649. Individuals also must have completed an approved program or undergo transcript analysis. In addition, individuals must complete at least one course on mainstreaming exceptional children.

2. Requirements for Regular Licensure

With the completion of the requirements mentioned above, individuals are eligible for the first level of a three-tiered credentialing framework. The state grants two-year Provisional Certificates to graduates of approved SCDE programs and to individuals whose transcripts receive a favorable review. Individuals holding Provisional Certificates teach for two years with the guidance of a support team. At the end of the second year of teaching, the district support system may recommend to the SDE that individuals should receive the Professional Certificate, the next level of licensure. This credential may be renewed every five years if the holder earns six hours of locally approved credit. The state awards Master Teacher Certificates to Professional Certificate holders who have at least two years of classroom experience and demonstrate involvement in curricular and professional development activities. Teachers seeking the Master Teacher credential have a support team that develops an action plan with them and assesses their performance.

3. Emergency or Shortage-Driven Credentials

When no licensed teacher is available, LEAs ask the state to issue a Conditional Certificate. Candidates must hold a bachelor's degree in one of the liberal arts and sciences from an accredited IHE and must have completed a major or 36 hours in their field to be issued the credential. A support team, which may include a master teacher, assists the new instructor over a period of two years. Individuals holding this credential must take at least six hours of relevant course work and receive the recommendation of the district before this credential can be reissued to them for an additional year. Throughout the teacher's second year of teaching, a support team observes and assesses the teacher. The candidate's transcript is analyzed to verify the person has taken the necessary professional education courses (including the mainstreaming course). Individuals who have taught for at least two years under the Conditional Certificate need not meet the student teaching requirement (six credit hours). The district support system makes a recommendation to the SDE concerning whether the candidate will be recommended for a Professional Certificate (see **REQUIREMENTS FOR REGULAR LICENSURE**).

4. **Non-Shortage-Driven Alternative Preparation for Licensure**

No state programs were reported in this area.

STANDARDS BOARDS

The SBE convenes ad hoc task forces to advise it on various issues relating to teacher education policy as they arise.

MINORITY TEACHER RECRUITMENT

Recruitment of minority teachers is conducted at regional recruitment conferences.

CLINICAL/FIELD EXPERIENCE

The state requires six semester hours or 15 weeks of full-time student teaching.

AACTE
July 1991

MARYLAND

STANDARDS

1. Entrance/Exit Requirements

The state has no requirements for entrance into regular teacher education programs; these are determined by the institutions. For requirements for entrance into the state's Resident Teacher Certificate Program, see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE.**

2. Requirements for Regular Licensure

To be eligible for an initial license in Maryland, candidates must complete an approved program and earn the following scores on the NTE core battery: 645 in general knowledge, 648 in professional knowledge, and 648 in communication skills. The subject exam of the NTE is also required; cut scores vary by area. The initial credential, the Standard Professional Certificate, is valid for five years. It is renewable once with six semester hours of courses. The teacher must teach at least three years and earn a master's degree or the equivalent to be given the Advanced Professional Certificate. This license is valid for 10 years; no new requirements must be met to renew it.

The SDE has proposed a plan to the SBE for new requirements for the Advanced Professional Certificate. Under the plan, teachers would proceed through three phases of work and continued study to attain the credential. They would take 30 credits of course work in all over a maximum of 12 years. Twenty-one of the 30 credits would be in teaching subject areas (rather than education courses) related to the person's present or future assignment. The first phase (the induction phase) would last for a minimum of one, and not more than three, years. During this time the teacher would: 1) take nine credits of course work determined by the principal's assessment of the teacher's performance; 2) perform satisfactorily on the Maryland Classroom Observation Instrument or a local instrument "judged to be its equivalent"; 3) develop a professional education plan in consultation with the principal, department head, and the teacher's supervisor; and 4) develop a professional portfolio. During the second phase (career path/preparation and concentration), the teacher would: 1) maintain the professional portfolio, 2) earn a minimum of six credits every three years in courses related to his or her current field, and 3) implement the professional development plan or a modification of it by mutual agreement between the teacher and the principal. These requirements would be met with 30 credits of course work completed over a maximum of 12 years. Twenty-one of the 30 hours would be in areas related to the person's present or future teaching assignment. During the third phase (career enhancement), from year 13 on, the teacher would document evidence of his or her overall performance and have advanced professional experiences (e.g., be a mentor, do clinical supervision, take graduate studies). Once a person had completed these three phases and earned the Advanced Professional Certificate, it would be valid for five

years. A task force appointed by the SDE is currently considering the plan and possible alternatives.

3. Emergency or Shortage-Driven Credentials

If a district cannot find a qualified, credentialed individual for a position, the district may request the issuance of a Provisional Certificate in order to hire an individual for the position. As long as the individual completes six credit hours toward a regular credential each year, the credential may be renewed until the individual meets credentialing requirements. In addition, a superintendent has the ability to waive any requirements for licensure for a teacher candidate.

4. Non-Shortage-Driven Alternative Preparation for Licensure

The Resident Teacher Certificate Program, which was instituted in December 1990, is open to individuals with a bachelor's degree in a field taught on the elementary or secondary level; a B average in the major; passing scores on the NTE general knowledge, communications skills, and specialty area subject examinations; and a contract with an employing district for an elementary, middle, or high school teaching position. Candidates must take 90 clock hours of designated professional education. After completing these 90 hours, the candidates teach under a one-year Resident Teacher Certificate. (This credential may be renewed for an additional year.) Candidates are to teach with support from a supervising teacher/mentor. They may take additional course work if this is required by the local superintendent of schools, but additional courses are not mandated by the state. By the end of the program, they must pass the professional knowledge examination of the NTE; they are then eligible for the Maryland Standard Professional Certificate.

The state allows SCDEs to propose alternative teacher preparation programs. Individuals enrolled in such a program must complete it before teaching.

STANDARDS BOARDS

The SBE appoints the Professional Standards and Teacher Education Board (PSTEB). A bill signed by the governor in spring made the PSTEB a semiautonomous board. The PSTEB now has the authority to enact requirements regarding teacher licensure, but the SBE has 60 days to override decisions made by the PSTEB. (Seventy-five percent of the SBE members must vote for the override.) The board will now have 25 members: the state superintendent of schools, eight public school teachers, one non-public-school teacher, six teacher educators, four public school administrators or supervisory staff members, two nonpublic administrators or supervisory staff members, and three lay members (one from a local board of education). The governor will continue to appoint members from lists provided by professional groups.

MINORITY TEACHER RECRUITMENT

A full-time Minority Teacher Recruitment Specialist at the SDE worked on implementing the action plan developed by the state superintendent's Task Force on Recruitment of Minorities to Professional Staff Positions up until July 1, 1991. At that time funding for the position was withdrawn. The recommendations of the plan include: 1) strengthening Future Teachers of America clubs and 2) encouraging community colleges, IHEs, and districts to collaborate in helping minority students at community colleges enter and complete collegiate-based teacher education programs and find employment. The Task Force completed a survey on the supply and demand for teachers in the state and is drafting a final report.

CLINICAL/FIELD EXPERIENCES

All approved programs in Maryland require early prepracticum experiences as well as student teaching. The state does not stipulate the length or content of these experiences but does have voluntary guidelines. Those applying for licensure through the credit count system must have six semester credits in student teaching at the secondary level and eight semester credits of student teaching at the elementary level.

As a result of the success of a pilot test of a training model for clinical supervising teachers conducted in fall 1990, 200 clinical supervising teachers have been trained throughout the state using the model.

AACTE
July 1990

MASSACHUSETTS

STANDARDS

1. Entrance/Exit Requirements

Entrance requirements for teacher education are set by individual IHEs. The exit requirement is graduation from a state approved program. (The one exception is that candidates for a credential to teach a foreign language must also pass a state test in the language.)

Regulations established by the SBE to go into effect in October 1994 will require candidates to have an undergraduate major in an arts and sciences discipline or an interdisciplinary major.

2. Requirements for Regular Licensure

The new regulations will also establish two teaching credentials, the provisional and the permanent. With the completion of an approved program, individuals will be eligible for a Provisional Certificate. Teachers will be required to earn a Permanent Certificate within four years after obtaining the Provisional Certificate. The Permanent Certificate requires a master's degree that includes courses in an arts and sciences discipline, courses in education, and clinical experience. It is a lifetime credential.

House bill 1500 (which would place in law these licensure regulations established by the SBE) is pending in the legislature.

3. Emergency or Shortage-Driven Credentials

When a district cannot find a licensed teacher for a position, it may apply for a waiver. This waiver will permit the district to hire an individual who holds a bachelor's degree for one year. The waiver may be renewed as long as the individual demonstrates progress toward completing the courses required for licensure.

4. Non-Shortage-Driven Alternative Preparation for Licensure

There are two ways on can attain a license other than those described above: by receiving an Apprentice Teacher Card or by appearing before a Certification Review Panel. Bachelor's degree holders may obtain an Apprentice Teacher Card from the SDE. This card enables them to teach in a public school for up to two years while meeting course requirements for licensure. In order to validate this card, individual applicants, the employing school district, and the teacher preparation institution must agree on a plan that will permit applicants to complete the requirements for a teaching credential during the two-year period. Individuals with at least five years of professional experience may become licensed by submitting a portfolio to the Certification Review Panel.

STANDARDS BOARDS

Credentialing requirements are established by the SBE with the recommendation of the commissioner of education. Any recommendation for change in the credentialing requirements is reviewed by the Massachusetts Advisory Commission on Educational Personnel, which must present its recommendation to the SBE. The 21 members of the commission are appointed by the SBE, and at least one-third of the members must be teachers from public or private schools. The commission is currently discussing requirements for bilingual credentials. House bill 4326, which would set up an autonomous board, is pending in the legislature.

MINORITY TEACHER RECRUITMENT

The SDE continues to draft a plan that would incorporate ideas from the March 1990 report of the Statewide Committee on the Recruitment of Minority Teachers for the Board of Regents.

CLINICAL/FIELD EXPERIENCE

Current regulations require candidates to have at least three significant field assignments (with no set hour requirements) before student teaching. Student teaching (the practicum) is required to be 300 hours on site and to include at least 150 hours in which the candidate takes full responsibility for a class. Approximately 150 additional hours are required to add endorsements to an initial credential. Practica must be supervised jointly by the cooperating teacher at the field site and a representative of the IHE. The cooperating teacher must hold (or be exempt from holding) the credential sought by the student teacher (and must be, or once have been, tenured). Candidates must submit a report about the practicum prepared by the cooperating teacher and field representative.

The October 1994 regulations will stipulate that candidates have 75 hours of monitored prepracticum field work for the provisional credential. The practicum will be reduced to 150 hours. Both assignments will have to include work with diverse learners. The 1994 regulations require that individuals have 400 clock hours of clinical experience (either through an IHE or through a district) as part of their master's degree program in order to receive the Permanent Certificate.

The regulations to take effect in October 1994 also provide for mentor teachers to work with master's degree students during their clinical experience; however, at this time, funding has not been authorized.

AACTE
July 1991

MICHIGAN

STANDARDS

1. Entrance/Exit Requirements

Act 267, passed in 1986, requires candidates to take tests in basic skills and in their teaching area before they begin student teaching. As of June 1991, tests had not been selected. The testing process continues to be studied by two committees: the Teacher Examination Advisory Committee, which will recommend criteria to be used in selecting tests, and the Standing Technical Advisory Council, which will determine reliability and validity of the tests. Requests for proposals have been circulated to invite groups to prepare tests.

2. Requirements for Regular Licensure

Michigan offers the Provisional Certificate to all new or out-of-state teachers applying for their first credential. To receive this credential, individuals must complete a teacher education program with a C average or better; in addition, elementary and secondary teacher candidates must have completed six and three semester hours, respectively, on teaching reading. The Provisional Certificate is valid for six years. The elementary credential is valid for all subjects in kindergarten through grade five, but only in a teacher's subject areas in grades six through eight (except when the teacher is assigned to a self-contained classroom). The secondary credential is valid for subject areas of specialization in grades seven through 12. Effective 1992, when individuals with the Provisional Certificate have three years of successful teaching experience and 18 semester hours of courses beyond the provisional level, they may obtain a Professional Education Certificate. This credential will require renewal every five years with six semester hours, 18 CEUs, or any equivalent combination of semester hours and CEUs.

The state's certification code requires teachers to have at least 30 semester hours in their major, 20 semester hours in their minor, and 18 semester hours in professional education, of which six semester hours must be in student teaching. The SBE continues to discuss whether there should be a limit on semester hours required for majors or minors in teaching areas.

3. Emergency or Shortage-Driven Credentials

Act 25, passed in 1990, allows a district to hire unlicensed individuals to teach certain subjects (usually technical) if it can show that no licensed teachers are available. Individuals must hold a bachelor's degree in the subject to be taught. Once the state has selected the tests of basic skills and subject matter that it will use, individuals will be required to pass these to continue teaching after the first year (see **ENTRANCE/EXIT REQUIREMENTS**). While these individuals teach, they must work toward licensure (although there is no time frame within which they must complete

work toward their license). Each year, the district must justify the employment of these unlicensed individuals. To date, the state has not issued any permits under this law.

When a district is able to demonstrate that there is a shortage of licensed teachers, it may request a Full-Year Special Permit to hire individuals who have completed 120 semester hours of satisfactory college credit, including 15 semester hours of professional education courses. The permit is valid for teaching in the grade(s) or subject(s) specified until the end of the school year for which the permit is issued. The permit may be renewed if the holder completes six semester hours of credit toward a regular teacher's license. When individuals with these qualifications are not available, the SBE, with the recommendation of a superintendent, may issue a permit for a person with "reasonable qualifications when failure to authorize the permit will deprive children of an education." Such a credential may be issued for a specific period; the credential cannot be used to supply schools with teachers during a labor dispute.

4. Non-Shortage-Driven Alternative Preparation for Licensure

No state programs were reported in this area.

STANDARDS BOARDS

Two groups are involved in developing standards for teacher education and licensure. The SBE appoints members to the Periodic Review Council (PRC), which monitors the implementation of standards in teacher education programs. The members of the PRC represent several education groups, including IHEs, teacher and principal associations, and school boards. Recently, the PRC studied standards for teams that visit and examine teacher education programs.

The Professional Standards Commission for Teachers (PSCT), established in 1988, advises the SBE on teacher education policy in the state. The group has 15 members: 10 teachers, two IHE representatives, one school administrator, one LEA board member, and one public representative. The PSCT recently examined specific credentials, such as those for teachers of a second language.

MINORITY TEACHER RECRUITMENT

The Michigan Urban Teacher Program fosters partnerships between two-year and four-year institutions to develop programs to increase the number of minority students in teacher education programs. From that effort, an urban teacher institute has been established by Eastern Michigan University, Wayne State University, and Wayne County Community College. This program identifies minority students in two-year programs and encourages them to enter teacher education programs. Eastern Michigan University has worked out a relationship with local teachers' unions such that when these students reach late junior or senior status, they may be paid a minimum wage and work as substitute teachers in the Detroit area schools. A similar effort is taking place between Eastern Michigan University and Oakland County College.

Starting in January 1991, the SDE will begin a five-year national survey of credentialed minorities who are working in fields outside of education. The state wants to discover whether these individuals are not teaching by choice or were not able to find a teaching position in Michigan, and to see if they would be willing to relocate to Michigan if a teaching position could be located.

In addition, the SDE has made a budget request in 1991 that includes money for minority teacher scholarships; this request is pending. With requested funding at $250,000 per year for at least three years, these scholarships would not only defer the costs of attending an IHE but would also add a stipend and a guarantee of employment in the state.

CLINICAL/FIELD EXPERIENCE

Michigan currently requires candidates to have six semester hours of student teaching. Standards of quality compiled by the PRC as part of the state movement to comply with NCATE Option II have been approved by the SBE. The standards address clinical and field education. A pre-student teaching experience is mandated by the standards; moreover, the cooperating teacher must hold a major in the candidate's subject and have the opportunity to go to an SCDE for assistance with the duties of a cooperating teacher.

AACTE
July 1991

MINNESOTA

STANDARDS

1. Entrance/Exit Requirements

Minnesota requires students to take the P-PST before entering a teacher education program. Students must pass the test (i.e., earn scores of 173 in reading, 172 in writing, and 169 in mathematics) to receive their license.

2. Requirements for Regular Licensure

Once individuals complete an approved program (which must include training in human relations), pass the P-PST, and receive the recommendation of the preparing IHE, they will receive the Initial License, which is valid for two years. With one year of teaching, individuals may receive the Continuing License, which is valid for five years. A teacher must complete 125 clock hours of continuing education for each renewal of the license.

3. Emergency or Shortage-Driven Credentials

When a district cannot find a qualified, licensed individual for a teaching position, it may request a one-year Limited License from the state to hire a person with a bachelor's degree. This credential may be renewed if the person earns eight quarter hours in a teacher education program.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Beginning fall 1991, individuals will be able to participate in the Alternative Preparation for Licensure program. This program will permit individuals to enter a nontraditional teacher education program if they have a bachelor's degree, a major in their subject area or five years' experience in a field related to that subject, passing P-PST scores, documented experience with children, and an employment contract from a district.

Once admitted to the program, individuals receive an Alternative Teacher Preparation License, which permits them to teach in a particular assignment. Individuals undergo 20 days (100 hours) of training at the district before they begin their teaching assignment. They must receive at least 170 hours of training during the course of the program. While teaching, the candidate is supported by a three-person team (consisting of a mentor teacher, a school administrator, and an IHE faculty member) that will provide instruction, coaching, and evaluation. This group will recommend the individual for licensure. After completing this one-year program, individuals will be eligible for the Initial License. There is no cost to the student for this program during its first year of operation.

STANDARDS BOARDS

The 11-member Minnesota Board of Teaching (MBT) is appointed by the governor and has autonomous authority to establish licensure, entry, and exit

standards. The board also approves teacher education programs. Stipulated by law, the MBT must include six teachers, one principal, one SCDE faculty representative, and three lay members. The MBT is developing an assessment system for beginning teachers.

MINORITY TEACHER RECRUITMENT

Minnesota's efforts in minority teacher recruitment center on incentive grant programs. Since 1989 grants have been provided to districts to pay salaries of minority teachers in Minnesota who had not previously taught in the state. In addition, the state will offer grants to interest minorities in teaching through the Alternative Preparation For Licensure Program. The MBT is funding a $5,000 incentive grant for each minority individual who enters the program. These individuals will receive $2,500 a year for two years, provided that they teach in the same district for a second year.

Legislation passed in 1991 expands a 1988 program that provides grants to prepare Native American teachers. Grants will be awarded to four sites where IHEs and districts work together for this purpose. Prospective teachers must matriculate in one of the four teacher education programs to receive the scholarship and then must teach in Minnesota in order to have their repayable scholarships forgiven. One-fifth of the loan is forgiven for every year the individual teaches.

CLINICAL/FIELD EXPERIENCE

The state mandates pre-student teaching, which is defined as participation in a "series of planned, supervised, and evaluated experiences." Ten weeks or one quarter of full-time student teaching is required. Those candidates who seek licensure must student teach at the appropriate level. Cooperating teachers must hold a Minnesota Continuing License.

AACTE
July 1991

MISSISSIPPI

STANDARDS

1. Entrance/Exit Requirements

To enter a teacher education program, candidates must have a 2.5 GPA on prior college courses. Institutions must assess students' basic skills when they enter a program, using the NTE communication skills and general knowledge tests. (No cut scores are stipulated at this time.) The Board of Trustees' External Advisory Committee filed a report that recommended a limit on the number of professional education courses that can be required at state institutions; however, to date, the recommendations have not been carried out. Teachers graduating after July 1994 in grades seven through 12 will have a major other than education and will require the equivalent of a subject area minor for elementary education teachers.

2. Requirements for Regular Licensure

To receive a teaching credential, candidates must have the following scores on the NTE examinations: communication skills, 651; general knowledge, 646; and professional knowledge, 649. Cut scores on the NTE subject exams range from 510 to 610.

When individuals complete an approved teacher education program, they are eligible for a Provisional Certificate. This one-year credential may be renewed twice provided the teacher possesses minimum on-the-job skills measured by the Mississippi Teacher Assessment Instrument (MTAI). A teacher must master at least nine of the 14 skills by the end of the first year of teaching, 11 by the end of the second year, and all 14 by the completion of the third year. If teachers do not master nine skills at the end of the first year, they participate in a remediation program. After completing this program, they may reenter teaching. When a teacher masters the 14 skills measured by the MTAI, he or she is eligible for a Class A Standard Certificate. There are different levels of this credential for persons with bachelor's, master's, education specialist, and doctoral degrees. The credential must be renewed with at least 26 clock hours of staff development each year.

3. Emergency or Shortage-Driven Credentials

If a district cannot find a credentialed teacher to fill a position, it may request that the SBE issue an Emergency Certificate. Individuals must hold a bachelor's degree to be issued the credential. The credential is valid through June 30 of the school year in which it is issued and may be renewed for two additional years with the completion of six credit hours per year. Individuals must meet all requirements for a Class A Standard Certificate by the end of their fourth year of teaching with an Emergency Certificate.

4. Non-Shortage-Driven Alternative Preparation for Licensure

In spring 1991, the SBE approved entrance and exit requirements for alternate route programs. To enter a program, candidates must have 1) a 2.75 GPA in their content area; 2) a 2.5 overall GPA; 3) a bachelor's degree; 4) the same scores on the NTE general knowledge and communications tests as are required for entrance to regular teacher preparation programs, and 5) passing scores on 14 areas of the Content Mastery Examination for Educators.

Candidates must complete nine semester hours of education courses at an approved SCDE while they teach. These courses should address the development and interpretation of tests, the teaching of a subject in proper scope and sequence, methods of teaching, and classroom management. Candidates have up to three years to complete these courses. They must demonstrate 60 percent of the minimum skills measured by the MTAI in the first year and 75 percent of them during the second year. When they have completed the 12 semester hours, they can obtain a Class A Standard Certificate.

STANDARDS BOARDS

The Commission on Teacher Education and Certification reviews standards and makes recommendations to the SBE on issues relating to the profession. The commission's 15 members must include four teachers, three school administrators, one IHE representative, one junior college representative, one local school board member, and five lay members.

Legislation was introduced in 1991 to create an autonomous professional practices board but did not pass.

MINORITY TEACHER RECRUITMENT

No state sponsored programs were reported in this area.

CLINICAL/FIELD EXPERIENCE

The state does not require clinical experiences. The state does require 12 full weeks of student teaching for would-be teachers and a practicum for other educational personnel (such as counselors). Student teachers are assessed with the MTAI. The state requires that both the IHE supervisor and the cooperating teacher earn the MTAI Evaluator Certificate to show they are trained in using the MTAI. This training uses materials developed by the SDE and takes three days to complete. The cost of the training is divided between the SDE, IHEs, and districts. Cooperating teachers must also have three years of teaching experience.

AACTE
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MISSOURI

STANDARDS

1. Entrance/Exit Requirements

Missouri stipulates specific entrance and exit requirements for individuals in teacher preparation programs. Entrance requires an SAT composite score of 800 or an ACT composite score of 18 (or 19 on the enhanced ACT) and a score of 235 on the criterion-referenced College (Basic Academic Skills Exam) BASE. The Missouri Advisory Council for the Certification of Educators (see **STANDARDS BOARDS**) is considering whether both the SAT/ACT and the CBASE should be required or if only one of the tests is necessary.

To exit a teacher preparation program, individuals must complete an approved program with a 2.5 overall GPA, demonstrate oral proficiency, complete a math and general education requirement, and take the NTE subject exam. (If there is no appropriate NTE subject exam, individuals must take the NTE professional knowledge test). Cut scores for the NTE exams will be determined in spring 1991.

2. Requirements for Regular Licensure

The state has a four-tiered credentialing system. The Professional I Certificate is issued for an instructor's first two years, during which time the individual is supported by a mentor teacher and a professional development team. With two years of successful experience, an individual may obtain a three-year Professional II Certificate. With the completion of six semester hours toward a master's degree, an individual may receive the five-year Professional III Certificate. The Continuing Professional Certificate is issued only to those who hold a master's degree and have 10 years of teaching experience.

Effective July 1, 1990, Missouri, Iowa, Nebraska, and Kansas entered into the MINK agreement, which allows the issuance of a two-year regional exchange certificate for classroom teachers. South Dakota entered in on the agreement on July 1, 1991. Applicants must complete a state-approved teacher education program and must hold a valid regular credential in the state in which the teacher education program was completed. This credential may not be renewed.

3. Emergency or Shortage-Driven Credentials

A Special Assignment Teaching Certificate may be granted to individuals in situations of district-determined and SDE-approved critical need (such as secondary school subject areas, foreign languages, K-12 art, or K-12 music). Individuals and the district must jointly apply for this credential. To be eligible, individuals must have a bachelor's degree with a major in the area to be taught and five years of documented work experience in that area. The credential is valid for 1,044 clock hours of teaching within two years of the date of issue, but may be renewed without any additional requirements

to be met. Such credentials permit individuals with no teaching experience but a strong background in their subject to teach for a period or two each day.

4. Non-Shortage-Driven Alternative Preparation for Licensure

To enter an alternative preparation program, individuals must earn a bachelor's degree in the area they will teach, have a 2.5 GPA for undergraduate courses, and pass the relevant NTE subject exam. They sign a four-way contract with the SDE, the employing district, and an IHE. The contract stipulates that they will complete a teacher education program at the IHE while employed by the district in a secondary school teaching position. Candidates are then awarded a two-year Temporary Certificate, which is valid for two years. At this point, they must take nine semester hours of professional education before entering a classroom as a teacher. After completing a successful year of teaching and before entering the second year of the teaching internship, the person must complete nine additional semester hours. At the end of a second successful year of teaching, the person is awarded a Professional II credential.

Individuals who have earned a Ph.D are eligible to receive a teaching credential for secondary grades on the basis of their degree and a transcript analysis.

Legislation that would create a second program for alternative preparation for licensure is pending.

STANDARDS BOARDS

The Missouri Advisory Council for the Certification of Educators (MACCE) has 25 members. MACCE has the authority in developing new state certification regulations. The SBE, however, must adopt all changes. The council includes 15 teachers and draws its remaining members from IHEs, school boards, and administrator groups. MACCE is considering the elimination of one of the entrance test requirements (see **ENTRANCE/EXIT REQUIREMENTS**).

Legislation to create an autonomous standards board was introduced but did not pass in 1991.

MINORITY TEACHER RECRUITMENT

The Teacher Education Scholarship Program designates 15 percent of its funding for minority teacher scholarships. The state and the IHE each contribute $1,000 for each year in the student's program. The student must teach in Missouri for five years to pay back the scholarship. Legislation passed in 1990 would, if funded, have created 100 renewable $2,000 scholarships for minority high school graduates from Missouri who enter teacher preparation programs in the state. (Such scholarships would be renewable for three years. Recipients would be required to teach in the public schools for five years after graduation; otherwise, the scholarship would revert to a loan.) The program did not receive funding as of June 1991.

CLINICAL/FIELD EXPERIENCE

The state requires candidates to have 10 semester hours of clinical experience. They must spend two of these hours in field experiences before student teaching, and six in student teaching. The other two hours may be in either experience, although most SCDEs require the two hours to be in student teaching. SCDEs must show how they assess students in these experiences, although a particular mode of assessment is not mandated. Student teachers must be placed with cooperating teachers who are licensed to teach in the grade level for which the student is seeking a license.

AACTE
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MONTANA

STANDARDS

1. Entrance/Exit Requirements

The state currently does not have requirements for entrance into teacher education programs. Two groups discussed whether the state should mandate entrance requirements: the ED Forum (an ad hoc group representing a variety of education organizations throughout the state) and the Certification Standards and Practices Advisory Council (see **STANDARDS BOARDS**). The ED Forum continues to meet to exchange information but will not present any recommendations. The Advisory Council will recommend that the SBE institute an entrance examination; however, it will recommend that the choice of such an exam be left to the discretion of the IHE. In addition, it has recommended that the NTE not be mandated as an exit examination.

2. Requirements for Regular Licensure

The two primary types of teaching credentials in Montana are the Standard Certificate and the Professional Certificate. Candidates for licensure must meet the following cut scores on the NTE: professional knowledge, 648; general knowledge, 644; and communication skills, 648. Separate rules govern credentialing for vocational education instructors; most other teachers initially receive the Standard Certificate. Candidates must complete three years of successful teaching and a fifth-year or master's degree program to obtain the Professional Certificate. The Professional Certificate may be renewed if the teacher has had one year of successful teaching during the past five years. Beginning in 1995, teachers will also be required to complete 60 renewal units for license renewal.

3. Emergency or Shortage-Driven Credentials

There are no emergency credentials available in this state. Provisional Certificates are available for out-of-state teachers, and districts need not demonstrate there is a shortage when requesting that the credential be issued.

4. Non-Shortage-Driven Alternative Preparation for Licensure

No state programs were reported in this area.

STANDARDS BOARDS

The Certification Standards and Practices Advisory Council (CSPAC) consists of seven members: four teachers, one SCDE faculty member, one school administrator, and one school board member. It advises the Board of Public Education on program approval and credentialing regulations. Legislation passed in 1991 that authorizes funding for CSPAC to study the merits of, and institute, a program to train and use mentor teachers to assist beginning teachers. A pilot study will take place between 1992 and 1994.

MINORITY TEACHER RECRUITMENT

CPSAC and the Montana Advisory Council on Indian Education have submitted plans to the SBE to initiate a forum for a combined discussion on minority recruitment and gender equity.

CPSAC received funding for additional research to examine difficulties the NTE may pose for Native American students.

CLINICAL/FIELD EXPERIENCE

The state requires candidates to have a wide range of clinical experiences early in the teacher preparation program. Student teaching may occur only after the IHE has reviewed a student's professional education to assess the student's ability to function in the classroom. IHEs determine the length of the student teaching experience and provide verification of the experience to the OPI.

AACTE
July 1991

NEBRASKA

STANDARDS

1. Entrance/Exit Requirements

A 2.5 GPA and P-PST scores of 170 in reading, 171 in math, and 172 in writing are required for entrance into teacher education programs. Individuals must complete a prescribed course in human relations from a teacher training college as part of their teacher education program; after December 31, 1992, all teachers will have to complete a course in human relations to renew their teaching credentials. A 2.5 GPA is required for exit. After September 1, 1992, a three-hour course designed to foster specified skills in special education will also be required. All students must sign, both before entering a teacher education program and prior to student teaching, an affidavit attesting that they have not committed any felonies.

2. Requirements for Regular Licensure

Nebraska offers three teaching credentials. A person earns an Initial Certificate on completing an approved teacher education program; this credential is valid for five years. It may be renewed with six semester hours of credit, provided the certificate has lapsed fewer than five years. If more than five years have passed, 15 hours of prescribed credit are required for renewal. To earn a Standard Certificate, one must have an Initial Certificate and two years of consecutive teaching for the same employer. The Standard Certificate is valid for seven years. To earn a Professional Certificate, teachers must have a master's degree or a fifth-year credential in the field in which they received their original license. The Professional Certificate can be renewed after 10 years. Both the Standard and the Professional credential may be renewed with six semester hours of credit or with two years of consecutive teaching for the same employer. A state statute requires teachers to obtain six hours of college credit (or the equivalent as described in LEA policies) for every six years of tenured teaching.

Effective July 1, 1990, Missouri, Iowa, Nebraska, and Kansas entered into the MINK agreement, which allows the issuance of a two-year regional exchange certificate for classroom teachers. South Dakota recently signed the agreement. Applicants must complete a state-approved teacher education program and must hold a valid, regular credential in the state in which that was completed. This nonrenewable credential is limited to one area and level.

3. Emergency or Shortage-Driven Credentials

Nebraska offers a Provisional Commitment Teaching Certificate, for which one must hold a bachelor's degree, have a district employment contract, be enrolled in a teacher preparation program, and have completed at least half of the pedagogical component of that program and three-fourths of the field

requirement. Before teaching, individuals with this credential must sign an affidavit attesting that they have committed no felonies. The credential may be renewed twice, for one year each time, while the teacher finishes the approved teacher preparation program.

Because substitute teachers are in short supply, the state now issues Substitute Certificates to individuals who have not met the P-PST requirements, taken the human relations course, or gained the special education skills required for licensure, but have met all other teacher training requirements.

4. **Non-Shortage-Driven Alternative Preparation for Licensure**

The state offers no programs in this area.

STANDARDS BOARDS

The Nebraska Council on Teacher Education (NCTE) advises the SBE. The council's 50 members must include one representative from each IHE and the president of the state AACTE group (16 total), 16 teachers, 12 local administrative members, four local board members, one PTA member, and one representative from the SDE. Members are nominated from within their organizations and are appointed by the SBE. The Executive Committee of the NCTE, which rules on the propriety of the nominees, must have representation from each constituency listed above. The group recently recommended to the SBE that student teaching in other states and foreign countries count toward licensure requirements.

MINORITY TEACHER RECRUITMENT

No state programs were reported in this area.

CLINICAL/FIELD EXPERIENCE

Clinical experience must include 100 hours of pre-student teaching or laboratory observation of children. All clinical faculty must have a master's degree and two years of K-12 school teaching experience.

Student must have between 200 and 520 hours of student teaching, depending on whether the student teaching is for an endorsement in a field, a subject, or a combination of fields or subjects.

The cooperating teacher must teach in a state-approved school (as opposed to home-schools operated by an association of parents) in the area in which the student teacher wishes to become endorsed. The cooperating teacher must have taught three of the preceding five years and may only work with one student teacher at a time.

AACTE
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NEVADA

STANDARDS

1. Entrance/Exit Requirements

To enter a teacher education program, candidates must obtain the following minimum scores on the P-PST: reading, 172; math, 170; writing, 172.

2. Requirements for Regular Licensure

The state requires individuals to take the NTE professional knowledge and specialty area exams to be licensed. Minimal scores for these exams have been established. All applicants for licensure are fingerprinted.

Nevada issues two licenses, the Provisional and the Professional. The Provisional License requires a bachelor's degree, is valid for one year, and may be renewed with six to nine semester credits of inservice, depending upon the person's deficiencies. The Professional is valid for six years and may be renewed with six semester credits.

3. Emergency or Shortage-Driven Credentials

If a teacher shortage exists in a district, the district may request that the superintendent of public instruction grant a one-year license to candidates who do not meet regular licensure requirements. This credential may be renewed if the person has performed satisfactorily.

A three-year Conditional License may be granted to an applicant who has a credential from another state. Over the three years of the license, the person must earn 30 credit hours for an endorsement in elementary education or 22 hours for an endorsement in secondary education. The person then receives a Standard License.

4. Non-Shortage-Driven Alternative Preparation for Licensure

No programs were reported in this area.

STANDARDS BOARDS

The Commission on Professional Standards has nine members: four teachers, two administrators (one of whom must be a private school representative), one SBE representative, one counselor or school psychologist, and one IHE member (who must be dean of one of the state's two SCDEs). Requirements for teacher preparation and licensure can be amended only with the commission's approval. The SBE has limited veto powers over the commission's actions.

MINORITY TEACHER RECRUITMENT

No state programs were reported in this area.

CLINICAL AND FIELD EXPERIENCE

The state requires a minimum of eight semester hours of credit in student teaching. Cooperating teachers must hold a Professional License.

AACTE
July 1991

NEW HAMPSHIRE

STANDARDS

1. Entrance/Exit Requirements

New Hampshire requires that IHEs create entrance and exit requirements for teacher and administrative preparation programs. Individuals must complete general education requirements and demonstrate basic reading, writing, and mathematics skills before they enter a teacher preparation program. IHEs decide how applicants' competence in these areas is to be assessed. IHEs must also evaluate candidates to determine whether they should be recommended for an initial credential. A subcommittee of the SBE continues to study teacher preparation, including entrance requirements.

2. Requirements of Regular Licensure

Individuals are issued a Beginning Educator Certificate once they complete an approved teacher preparation program. This credential is valid for three years, during which time the individual must complete 50 clock hours of professional inservice training (of which 20 clock hours must be in each endorsement area and 10 must be in an area applicable to all teachers). Once candidates have three years of teaching experience, they are issued the Experienced Educator Certificate, which is valid for three years and has the same inservice requirement for renewal.

3. Emergency or Shortage-Driven Credentials

Individuals with teaching experience who have not completed an approved SCDE program may take written and oral examinations to be licensed. Another program allows an individual with a degree in a critical shortage area or vocational education to enter an internship program with a mentor teacher and receive a credential in three years. To be licensed in either case, the individual must obtain an IHE's recommendation and meet the same requirement for basic skills in reading, writing, and mathematics as those entering the IHE's teacher education program. Current designated critical shortage areas are special education and English as a second language.

In the case of the death or extreme illness of a teacher, a district may request a Letter of Permission in order to fill that person's position with a person who does not have a teaching credential. This is a one-year waiver; during the year the individual must earn a Beginning Educator Certificate.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Under the Provisional Certification Plan, individuals who want to teach at the secondary level must hold a bachelor's degree with a 30-credit major in the subject to be taught and a GPA of 2.5. Individuals who want to teach at the elementary level must have a bachelor's degree, a major, 30 credits in the arts and sciences, and an overall GPA of 2.5. (The above GPA

requirements may be waived for people who graduated more than five years before applying to teach, have five years of occupational experience related to their subject, and meet all other requirements.) Individuals who meet the requirements may be issued letters of eligibility, with which they may be hired by districts. The district must appoint a mentor teacher or mentoring team to work with the provisional teacher for a year. The mentor must receive a minimum of 12 hours of training in the mentoring process from the SDE or from other persons or institutions contracted by the SDE to do this training. An education plan (developed by the mentor, building principal, teacher candidate, and any others designated) includes preservice and inservice as specified by the SDE. On completing the plan, individuals are recommended for the Beginning Educator Certificate.

STANDARDS BOARDS

New Hampshire has two advisory boards that provide recommendations to the SBE. The Professional Standards Board, which is appointed by the SBE to advise it on teacher credentialing, consists of the following 21 members: the director of the Division of Standards and Certification (or that person's designee), who is the executive secretary of the board; nine members representing classroom teachers, education specialists, or both; nine members representing higher education and higher education administration; and two laypersons. The Council for Teacher Education, which makes recommendations to the SBE on standards for approval of SCDE programs and administers the program approval process, has four statutory members and 11 appointed members. The statutory members include the commissioner of education, the dean of the University of New Hampshire School of Education, and two presidents of state IHEs. Statutory members appoint additional members from the education community.

MINORITY TEACHER RECRUITMENT

No state programs were reported in this area.

CLINICAL/FIELD EXPERIENCE

New Hampshire permits IHEs to determine the length of pre-student teaching and student teaching and to make most decisions concerning the content of these experiences. The state requires candidates to observe classrooms and take corresponding theoretical work. Student teaching is required as part of teacher preparation programs. Student teachers must have increasing responsibility in the classroom and must eventually have full responsibility for the classroom. Pedagogical and content faculty must have experience in school and supervise student teachers. Cooperating teachers must be fully credentialed and must have three years of teaching experience. No particular training or compensation is required by the state for cooperating teachers.

AACTE
July 1991

NEW JERSEY

STANDARDS

1. Entrance/Exit Requirements

Entrance to and exit from New Jersey teacher preparation programs is regulated by the state. To enter a teacher education program, a person must have a 2.5 GPA. In addition, students must complete a field experience during their sophomore year and before they enter the teacher education program. They must demonstrate an acceptable level of math and oral and written English, as well as an aptitude for teaching. Each approved undergraduate program includes 96 credit hours of liberal arts study distributed among general education, the academic major, and the behavioral and social sciences. Professional education courses may not exceed 30 credit hours, approximately one-half of which should be in clinical/field experience.

2. Requirements for Regular Licensure

Requirements for receiving a standard teaching credential will change in 1992. Starting in 1992, students will be eligible to receive a letter of eligibility with advanced standing, given certain criteria. To receive the letter, they must complete a teacher education program, have a 2.5 GPA, demonstrate an aptitude for teaching (as determined by the SCDE), and earn sufficient scores on the NTE tests for their subject areas. (For the NTE requirement, elementary teachers must earn a score of at least 649 on the NTE general knowledge exam; all others take the NTE in the relevant subject areas. This letter of eligibility differs from the letter of eligibility received by individuals participating in the Provisional Teacher Program. Letters of eligibility distributed in that program signify the participants' lack of professional education preparation.) When individuals who have earned advanced standing receive an employment offer, the employer requests a Provisional Certificate, under which individuals teach during their first year. After one year of teaching during which they are evaluated three times by the principal and receive a positive evaluation for a school supervisory team, individuals will be eligible for a Standard Certificate. This credential is valid for life. The state will thus require all traditionally and alternatively prepared first-year teachers to undergo a year of supervised teaching under a provisional credential (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**). Individuals holding the Provisional Certificate will pay a varying fee to those offering mentoring services.

3. Emergency or Shortage-Driven Credentials

The only remaining emergency credentials that exist are for individuals working in areas not currently permitted in the Provisional Teacher Program, including special education, English as a second language, bilingual education, and vocational education. County superintendents may grant emergency credentials in these areas when a district demonstrates need;

however, in the next two years, credentials in these areas will be available through the Provisional Teacher Program. When that occurs, emergency credentials will be eliminated from all teaching fields except special education. It is anticipated that emergency credentialing will likewise be eliminated in special education within the next few years.

4. **Non-Shortage-Driven Alternative Preparation for Licensure**

The SBE established the Provisional Teacher Program for "alternative certification" in 1985. To receive this credential, candidates must: 1) hold a valid bachelor's degree; 2) have a major in the subject they will teach (for secondary schools) or a major in the liberal arts and sciences (for elementary schools); 3) pass the NTE general knowledge examination for elementary licensure or the designated NTE specialty examination for a license in a subject; and 4) have an offer of employment from a school district. Individuals must participate in an initial 20-day practicum under the supervision of a licensed teacher. During the first year, participants must receive 200 clock hours of professional instruction. This instruction does not have to be in a for-credit college course; it may be completed at a district- or state-operated training center. Individuals teach under a Provisional Certificate (see **REQUIREMENTS FOR REGULAR LICENSURE**). A professional support team observes the provisional teacher at prescribed intervals, and the principal evaluates the provisional teacher three times that year. The last evaluation will contain the principal's assessment as to whether the teacher should receive a Standard Certificate.

Changes are taking place in the delivery of the Provisional Teacher Program. In the first five years of the program, the SDE played a major role in providing instruction for this program through regional centers. Now, several consortia of districts and IHEs provide instruction for this program as well; in all, 13 regional centers and three consortia provided this instruction in academic year 1990-1991.

STANDARDS BOARDS

The SBE established the 13-member State Board of Examiners to advise it on preparation and certification standards. The law stipulates that the board members include four teachers (one of whom must be an education media specialist), two principals, two superintendents, one school business administrator, two IHE representatives, and one state agency representative.

MINORITY TEACHER RECRUITMENT

New Jersey offered a one-time Minority Teacher Education Program in which 18 high school juniors who showed potential for teaching were identified and provided with two summer college preparation programs and four-year loans of $7,500 per year for college costs. These 18 students are now completing their senior year in college. The state will forgive one-fourth of these loans for each year the recipients teach in an urban district and one-sixth of these loans for each year they teach in a nonurban district. The program

has provided support and assistance throughout the students' college careers. Students have participated in work-study projects to receive the awards.

There is no longer any differentiation made between scholarships awarded from the Geraldine R. Dodge Foundation and the state's Minority Fellowship Program. In the past, the Dodge Foundation offered scholarships to outstanding individuals entering teaching through the Provisional Certification Program, and the state-funded Minority Teaching Fellows Program specifically provided scholarships for minorities entering the Provisional Certification Program. Now the foundation offers funds for 30 fellowships. A significant number of the recipients of this fellowship are minorities.

CLINICAL/FIELD EXPERIENCE

There are particular requirements for clinical and field experiences of traditionally prepared individuals. The state requires students to have experiences in clinical education at the elementary and secondary levels during their sophomore and junior years. The state mandates a one-semester, full-time student teaching experience in the senior year. Clinical faculty involved in the supervision of student teachers must have experience in elementary or secondary schools; must have had contact with teachers in the past two years; must be full-time or part-time faculty with expertise in the field they supervise; must be assigned teaching loads that take their supervisory responsibilities into account; and must spend every other week supervising. The state does not mandate training for cooperating teachers but does require that IHEs offer training for them.

It is recommended that mentors for the alternate route program have three years of teaching experience and credentials in the field they supervise. The Academy for the Advancement of Teaching and Learning offers a three-day program to train these support teams.

A statewide study group is forming to establish criteria for the selection and training of mentor teachers. This advisory group is expected to convene in summer 1991.

AACTE
July 1991

NEW MEXICO

STANDARDS

1. Entrance/Exit Requirements

IHEs must assess the basic skills of students before they enter teacher education programs, but the screening method varies. Candidates for a teaching credential must complete an approved program and earn the following scores on the NTE: general knowledge, 645; professional knowledge, 630; and communication skills, 644.

In April, the SBE adopted the recommendations of a report on testing from a task force of the Professional Standards Commission. As recommended in the report, SCDEs must now conduct a comprehensive diagnostic assessment of the personal characteristics and academic skills of all incoming teacher candidates. SCDEs file a plan with the SBE describing the assessment process and use the assessment to assist students and faculty in designing plans of study for individual students. SCDEs are to assess candidates on an ongoing basis. The PSC and the SDE will analyze the results and incorporate them in the institutional accreditation process. As recommended by the task force, a review board will be developed to consider individual applications for licensure as an alternative to the NTE, on the recommendation of the state superintendent of public instruction. (See also **CLINICAL/FIELD EXPERIENCE.**)

2. Requirements for Regular Licensure

The state has a three-tiered credentialing system. The Level 1 License is for new teachers (or for those whose licenses have expired) and is valid for three years. Teachers must demonstrate six teaching skills deemed essential by the state to earn a Level 2 License. This is valid for nine years and renewed with continued demonstration of the six skills. The Level 3-A License, also valid for nine years, is for exemplary instructors who not only have the six skills but also hold a master's degree, coordinate curriculum, and demonstrate appropriate administrative skills.

3. Emergency or Shortage-Driven Credentials

At the request of a district, waivers may be granted to allow individuals who do not have sufficient credit hours for a Level 1 License to teach for one year. The waiver may be renewed if the person completes nine credit hours toward an endorsement or license and if the district makes an additional request.

4. Non-Shortage-Driven Alternative Preparation for Licensure

The state offers Alternative Licensure and Distinguished Scholar Licensure. Under Alternative Licensure, an individual with a bachelor's degree in an appropriate subject may teach in a district at its request. An individual, the district, and an IHE work together to create a plan for the individual's

preparation for licensure. The individual receives a one-year Alternative License, teaches under supervision, and takes courses over a year toward a Level 1 license. The individual must pass the core battery of the NTE during that year. The license may be renewed annually if 1) the district gives the candidate a positive evaluation and 2) the candidate shows progress toward completing the planned course of study.

Through the Distinguished Scholar Program, individuals with special expertise in a field may be requested by a district to teach a specific course. Distinguished scholars must pass the NTE core battery by the end of the school year (although they are not required to complete any courses), undergo an evaluation by the district, and be renominated each year.

Bills to amend the Alternative Licensure system did not pass in 1991.

STANDARDS BOARDS

The Professional Standards Commission is an 18-member body that makes recommendations to the SBE regarding standards for teacher education programs and credentialing. Its members also facilitate the program approval process. Stipulated by law, PSC membership includes five teachers, two administrators, one SCDE dean, one IHE instructor, one representative of a postsecondary institution, two special service personnel, four lay members, the state superintendent (or designated representative), and the state director of teacher education and certification. In 1991, the PSC Ethics Subcommittee studied the recruitment and retention of minority educators (see **MINORITY TEACHER RECRUITMENT**).

MINORITY TEACHER RECRUITMENT

In June 1991, the PSC's Ethics Subcommittee submitted a report to the PSC on how to recruit minorities into teaching and retain them as teachers. The report recommends steps to improve the education of minorities throughout the educational system. The PSC is now determining how to follow up on this report.

CLINICAL/FIELD EXPERIENCE

SCDEs determine the length and content of both clinical and field experiences with the intent of helping students develop the skills needed to meet the state requirements. Student teaching is required; SCDEs determine its length. In April 1991, the SBE adopted a recommendation of the PSC task force on testing to require SCDEs to conduct a summative evaluation of teacher candidates before and during their student teaching. The evaluation is to use 1) the NTE professional knowledge and communications tests, 2) a performance assessment based on skills required for entry into teacher preparation programs, and 3) evidence that the candidate is knowledgeable in his or her field.

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STANDARDS

1. Entrance/Exit Requirements

New York does not stipulate requirements for entrance into teacher education programs. To be licensed as either a teacher or an administrator, a person must complete an approved program and attain the following scores on the NTE core battery tests: communication skills, 650; general knowledge, 649; professional knowledge, 646. The use of the NTE will be replaced in 1993 by the use of a state-developed test of liberal arts and sciences. Starting September 1, 1993, individuals applying for either elementary or secondary school licensure will be required to hold a bachelor's degree with a concentration in one of the liberal arts and sciences. As of January 1, 1991, all prospective teachers must have studied the problem of child abuse.

2. Requirements for Regular Licensure

Currently, New York offers two forms of credentials. The Provisional Certificate requires a bachelor's degree and passage of the NTE, is valid for five years, and may not be renewed, except under extenuating conditions. The Permanent Certificate requires a master's degree and at least two years of teaching experience and is valid for the life of the holder. (The state issues a Certificate of Qualification for persons who meet requirements for the Provisional Certificate but cannot find employment. This is valid for five years and can be converted into the Provisional Certificate when the individual finds employment.) As of September 2, 1993, individuals will be required to complete an internship instead of the two years of teaching experience in order to convert a Provisional Certificate to a Permanent Certificate. In addition, applicants will be required to complete a test in their teaching area and an assessment of teaching skills.

Some preliminary legislative proposals from the state Board of Regents would provide funds to districts for the statewide implementation of the mentor teacher-internship program for one full academic year for all provisionally credentialed teachers, including those who serve as full-time interns through a graduate program. Funds are also proposed for districts to provide the mentor teacher-internship program for all individuals teaching with a temporary license (see **EMERGENCY OR SHORTAGE-DRIVEN CREDENTIALS**).

All candidates for licensure must complete a criminal background questionnaire. A bill that would require fingerprinting of all candidates did not pass in 1990 but has been reintroduced in the 1991 legislative session.

3. Emergency or Shortage-Driven Credentials

A Temporary License may be issued when a district declares that there is no credentialed person to fill a position. After the district's request is granted, it may employ bachelor's degree holders in the position. The

license may be renewed up to three times depending on the extent of the individuals' deficiencies; districts must demonstrate need in order to renew this credential. Individuals may carry no more than an 80 percent teaching load. The district, in turn, must release an experienced teacher to mentor the new teacher. By the beginning of the first semester of employment, the individual must be enrolled in an SCDE. All course requirements for a provisional credential must be completed within three years.

4. **Non-Shortage-Driven Alternative Preparation for Licensure**

No state programs exist in this area.

STANDARDS BOARDS

Appointed by the Board of Regents, members of the New York Teacher Education, Certification, and Practice Board (TECAP) advise the regents on licensure, program approval, and teacher practice. TECAP has 13 members: five elementary or secondary school teachers, one school superintendent, one school personnel administrator, five teacher education representatives, and one layperson or public representative. TECAP operates in an advisory capacity only; it does not have any final regulatory authority over teacher education policies. TECAP recently made recommendations regarding 1) specialty area tests and a teaching skills assessment, both of which are scheduled to begin September 2, 1993 (See **REQUIREMENTS FOR REGULAR LICENSURE**); 2) revision of teacher licensure standards; and 3) cases involving teachers' moral character.

The teacher licensing board in the city of Buffalo may be abolished in 1991.

MINORITY TEACHER RECRUITMENT

The New York Teacher Opportunity Corps Program, administered through the SDE Division of Postsecondary Equity and Access Programs, facilitates the recruitment, selection, and preparation of minority and economically disadvantaged students for the teaching profession. Through this program, IHEs offering approved programs may receive grants to increase the number of prospective teachers from economically disadvantaged backgrounds or from groups historically underrepresented in teaching. IHEs receive grants averaging $100,000; approximately 900 students are served at 16 IHEs in the state.

During academic year 1990-1991, the SDE offices of Academic Review and Teaching have been working together to facilitate articulation between programs of two-year and four-year colleges and universities. These cooperative efforts help identify and encourage minority students in the pursuit of a teaching career. The groups provide counseling for these students in their first and second years of postsecondary education. In addition, the offices of Academic Review and Teaching have been working with the New York City public schools in implementing a career development program for paraprofessionals. These efforts are funded by the state and by the New York City school district as part of the state aid formula.

The Teacher Career Recruitment Clearinghouse (TCRC), a job bank for teachers for the elementary and secondary schools, is funded through an SDE revenue account. TCRC works to recruit underrepresented groups, including minorities, into teaching in New York.

The Board of Regents may request legislation to establish loan forgiveness awards for persons underrepresented in selected subject areas. Individuals would be requested to teach in districts with teacher shortages. The proposal also requests funds to pilot part-time teacher preparation programs at the undergraduate and graduate levels for teaching assistants and temporary licensed teachers. The goal of this proposal is to increase the number of licensed teachers from populations historically underrepresented in teaching.

CLINICAL/FIELD EXPERIENCE

The state requires IHEs to submit programs that include student teaching. However, it does not specify the amount of time required for this experience.

AACTE
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NORTH CAROLINA

STANDARDS

1. Entrance/Exit Requirements

To enter a teacher education program, candidates must have a 2.5 GPA in their undergraduate courses and must pass the general knowledge and communication skills tests of the NTE with scores of 641 and 643, respectively. The cut scores on these two NTE tests will be raised in July 1992 to 645 and 646, respectively. To exit a teacher education program, individuals must pass the NTE professional knowledge exam with a score of 646. Individuals must also pass the pertinent NTE subject exams. The SDE uses these data to develop a profile of the scores of the state's new teachers.

2. Requirements for Regular Licensure

The state offers two levels of teaching credentials. Graduates of approved programs first receive an Initial Certificate. This credential is valid for two years, during which time the recipient participates in an induction program. A mentor or a team supports the teacher throughout the program and evaluates him or her at least three times. After two years of successful teaching and with a recommendation from the supporting mentor or team, teachers receive a five-year, renewable Continuing Certificate. Individuals are required to renew this credential by earning 15 credit units (10 semester hours), five of which they can earn by teaching.

3. Emergency or Shortage-Driven Credentials

No emergency credential exists in the state. If a district cannot find a teacher licensed in a particular teaching area, it can request that a teacher not licensed in the area be assigned through provisional procedures. The teacher must work toward the appropriate endorsement. If no licensed teacher is available, such shortages may be filled through the Lateral Entry Program (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**).

4. Non-Shortage-Driven Alternative Preparation for Licensure

North Carolina offers the Lateral Entry Program, whereby individuals who hold bachelor's degrees in an endorsement area and have a district employment contract may receive a Provisional Certificate. Individuals must participate in an induction project, be affiliated with an SCDE, and complete an approved teacher education program at the rate of six credit hours per year. The state requires candidates to pass the NTE subject exam before they are accepted into this route, and candidates must pass the professional knowledge test after they complete their SCDE program and before they are granted a regular credential.

In January 1991, the SBE approved a proposal establishing the Modified/Alternative Procedure for Lateral Entry. Under this procedure,

LEAs can recommend candidates to receive teaching credentials. (This was previously the responsibility of IHEs.) The DPI has approved several requests to "relax" certain credentialing requirements for individual school systems, with the stipulation that individuals be credentialed through the Modified/Alternative Procedure for Lateral Entry. (Each school system has presented the DPI with a plan for improving student achievement. Local systems may set up their own ways to improve student achievement and may request that state policies and procedures be waived if they "inhibit the local unit's ability to reach its local accountability goals.")

STANDARDS BOARDS

The Professional Practices Commission acts as an advisory body to the SBE on teacher preparation and credentialing. The Executive Committee of the SBE nominates, and the SBE appoints, the 14 members, which include seven teachers, three administrators, and four SCDE representatives (from two public and two private IHEs). The group studied the Modified/Alternative Procedure for Lateral Entry (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**) and opposed the measure, although it was approved by the SBE in January 1991. In addition, the group is considering teacher supply and demand.

MINORITY TEACHER RECRUITMENT

In the past, North Carolina has sponsored Project Teach, a minority teacher recruitment program that encourages students to consider a career in teaching through organized programs involving parents as well as students from the seventh grade through high school. However, because of budgetary constraints, the state is not expected to continue funding the program.

Funding is expected to continue for two scholarship loan programs administered by the DPI. Although these programs are not specifically targeted toward minority teacher candidates, the DPI is required to place a special emphasis on minorities in granting the awards. The Prospective Teacher Program awards scholarships of $2,000 per year for up to four years for individuals in approved teacher education programs. The Teacher Assistants Scholarship allows teacher assistants to work in the public schools part-time and matriculate in teacher education programs part-time. These scholarships are forgiven on a year-for-year basis if the student teaches in North Carolina.

CLINICAL/FIELD EXPERIENCE

The state operates on a program approval basis and requires candidates to have early and continuous field experiences prior to student teaching. Clinical faculty must be licensed teachers and must instruct in an area in which they are licensed. The state requires 10 weeks of full-time student teaching experience in the appropriate grade and school setting. Cooperating teachers must complete forms indicating that the student teachers they supervise have successfully completed student teaching. The state does not require particular training or experience of the cooperating teacher; however, an optional mentor credential is available. To earn the

credential, teachers complete training offered by the state on how to work as part of a mentoring support team and complete one year of successful mentor experience. Teachers must pay for this credential and do not receive any formal benefits for holding it.

AACTE
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NORTH DAKOTA

STANDARDS

1. Entrance/Exit Requirements

To enter a teacher education program in North Dakota, a person must have a 2.5 GPA on prior undergraduate work. IHEs also must screen applicants for competence in basic skills with a standardized basic skills test of the IHE's choice. To exit a teacher education program and be eligible for a license, students must have a 2.5 GPA, student teaching experience at the appropriate level and in their area, and three recommendations (two from the faculty and one from the cooperating teacher). A person must also complete two semester hours in North Dakota Native American studies.

2. Requirements for Regular Licensure

Individuals are initially issued the Two-Year Certificate. Teachers new to the state are issued a Two-Year Certificate but must complete course work in Native American studies during the two years. The credential is renewable if a person teaches at least 18 months in North Dakota. With the 18 months of teaching experience, an individual may also apply for the Five-Year Certificate. This credential may be renewed if the person holding it teaches for at least 30 days under contract and completes four semester hours of college credit. (Thirty days was chosen because some kindergarten programs in remote areas are six-week [30-day] programs.)

3. Emergency or Shortage-Driven Credentials

School districts may apply for an emergency credential if no qualified teachers are available to fill a slot. This credential may be issued for up to one school year. The individual must take eight semester hours of professional education courses after teaching under the emergency credential to be considered again for an emergency position. The district must reapply for an emergency credential every year after August 15 and must verify that no licensed applicant was found for the slot.

4. Non-Shortage-Driven Alternative Preparation for Licensure

A bill to create a program in this area failed in 1991.

STANDARDS BOARDS

The nine-member Teachers Professional Practices Commission (TPPC) is appointed by the governor and is composed of four teachers, two administrators, two school board members, and one nominee from the SBE. The four responsibilities of the TPPC are to establish a code of ethics, to investigate unethical conduct, to recommend standards for licensure, and to make recommendations on staff development to the state superintendent. Final authority on these matters rests with the state superintendent.

MINORITY TEACHER RECRUITMENT

No state programs were reported in this area.

CLINICAL/FIELD EXPERIENCE

The 1976 regulations for licensure and the 1987 standards for teacher education program approval require "classroom professional experience prior to student teaching" and 10 weeks of full-time student teaching. SCDEs determine the length and content of the former. Clinical faculty must have teaching experience in the level that they supervise. Cooperating teachers must have three years of teaching experience and must take a two-semester course on supervising student teachers. This course is offered at the SCDEs but is not free of charge. The Board of Higher Education has authorized public IHEs to pay cooperating teachers $128; however, the state does not require any compensation.

AACTE
July 1991

OHIO

STANDARDS

1. Entrance/Exit Requirements

Current standards require IHEs to assess individuals entering teacher education programs in oral and written communication, mathematical knowledge, academic aptitude, and achievement. IHEs are also required to assess the entering candidate's motivation and interpersonal skills using a method that is free of cultural bias and that diagnoses and selects needs to be addressed. To receive the initial teaching license, candidates must score at least 642 in both the general knowledge section and the professional knowledge section of the NTE and pass the pertinent NTE subject exam.

2. Requirements for Regular Licensure

Ohio awards three levels of teaching licenses: the Provisional Certificate, the Professional Certificate, and the Permanent Certificate. The Provisional Certificate, valid for four years, is the first credential granted. To earn the eight-year Professional Certificate, individuals must complete their first year of teaching in an induction program, gain three years of satisfactory teaching experience under the Provisional Certificate, and earn 30 semester hours of courses beyond those required for the initial credential. These courses may be taken in the pertinent subject area or in pedagogy. To earn the Permanent Certificate, an individual must hold a master's degree and must have earned at least 12 semester hours since being granted the Professional Certificate. The individual must also have five years of experience teaching under the Professional Certificate. Both the Provisional and the Professional credentials can be renewed with the completion of a specified number of hours of college courses or CEUs.

3. Emergency or Shortage-Driven Credentials

When a district has posted a position with the SDE for two weeks and has not been able to find a suitable candidate, it may request that the SDE issue a Temporary Teaching Certificate to an individual who holds a valid teaching credential but not a credential in the pertinent area. To be eligible, a person must have taken a certain number of courses in the pertinent area; for example, 20 semester hours are required to teach a secondary level subject. These one-year credentials are available for secondary and adult education teachers and for teachers of the handicapped. They may be renewed with six semester hours of courses leading to a credential in one of these areas.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Ohio permits individuals without regular teaching credentials to teach at the secondary level if they complete an Internship Certification Program. Districts may be approved to offer these programs in concert with SCDEs that

offer approved teacher education programs. To participate, individuals must hold a bachelor's degree with a major in a subject area taught in grades seven through 12, pass the NTE exams in general knowledge and in their subject area, and have three years of work experience related to the subject. The program must be submitted by the district to the SBE for approval, and the district is required to work cooperatively with an IHE in developing parts of the plan. Individuals must complete at least six semester hours of courses in the principles and practices of teaching before they may obtain an Internship Certificate. They then teach for two years under the direct supervision of a mentor, take another 12 hours of professional education courses, are evaluated by the school district, and take the professional knowledge test of the NTE to qualify for a Provisional Certificate identical to that issued to graduates of traditional teacher preparation programs (see **REQUIREMENTS FOR REGULAR LICENSURE**). At the end of 1991, the SDE will provide the legislature with an evaluation of this program. Thus far, three districts have been approved to provide this program.

STANDARDS BOARDS

The Teacher Education and Certification Advisory Commission is appointed by the SBE to advise it on teacher preparation and certification. The commission has 21 members and must include eight teachers (one must teach special education, one must teach vocational education, one must be from a private K-12 school), two principals, one superintendent, one supervisor, one LEA board member, six IHE representatives (two college presidents, two deans, and two faculty members--one of each representing a public institution and one of each representing a private institution), one teacher education student, and one lay member. The commission has been discussing the state system of program evaluation as well as the state's relationship with NCATE. Legislation introduced in late 1990 to establish an autonomous board is pending.

MINORITY TEACHER RECRUITMENT

State standards require teacher education programs to have plans for multicultural recruitment. In addition, 10 percent of the funds from the Ohio Teacher Education Loan Program are set aside for minority candidates. Through this program, minority candidates may receive up to $15,000 (up to $5,000 per year) for tuition and instructional costs. The state forgives 20 percent of a loan for each year the recipient teaches in a designated subject area, and 25 percent of a loan for each year of teaching in a designated geographic area. A suit has been filed challenging the legality of the minority set-asides in the loan program.

The Board of Regents is working with the Ford Foundation at five IHEs to implement minority teacher recruitment programs that will start in the 1991-1992 school year.

CLINICAL/FIELD EXPERIENCE

Students in teacher education must complete 300 hours of clinical and field experiences before they begin student teaching. Individuals must spend half of these hours working in the subject they would like to teach. Field experiences, as part of these 300 hours, are to take place in culturally, racially, and socioeconomically diverse settings. Clinical and field experiences must be planned with specific learning objectives to ensure that candidates develop increasing proficiency in performing various teaching responsibilities. Experiences must be supervised and evaluated by IHE personnel. In addition to the 300 hours, 10 weeks of student teaching are required. Cooperating teachers must have at least three years of classroom experience. The SCDE is required to provide a professional development program for faculty and cooperating teachers involved in clinical and field experiences.

Since 1977, Ohio has provided funds to public and private IHEs to assist them in maintaining specific practices in their teacher education programs (for example, maintaining a ratio of no more than 14 students supervised by one clinical faculty member).

AACTE
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OKLAHOMA

STANDARDS

1. Entrance/Exit Requirements

To be admitted to a teacher education program, a person must have at least a 2.5 GPA in prior undergraduate work and demonstrate proficiency in reading, writing, and verbal communications on the P-PST. (Cut scores are not stipulated.) Individuals must maintain a 2.5 GPA throughout the program. After passing the Oklahoma Teacher Certification Testing Program (which consists of subject examinations) and completing an approved teacher education program, the candidate is eligible for a Teaching License.

2. Requirements for Regular Licensure

After they receive a Teaching License, individuals participate in an induction-year program where they are monitored and supported by a mentoring committee. Candidates are then eligible for a Provisional Level I Certificate, a Provisional Level II Certificate, or a Standard Certificate. Candidates must have earned the following number of credit hours in their specialty and in professional education, respectively: 24 and 18, for the Level I credential; 30 and 24 for the Level II; and 40 and 30 for the Standard. The Provisional Level I is valid for one year, and the Provisional Level II is valid for two years. The Standard Certificate is valid for five years and renewable with at least three years of teaching or completion of nine semester hours during the time the credential is valid. The mentoring committee makes a recommendation to the SDE regarding whether the candidate should receive a credential. The IHE recommends the level of credential the person should receive.

3. Emergency or Shortage-Driven Credentials

A district may request the issuance of an Emergency Certificate if a qualified, licensed individual is not available to fill a teaching position. Individuals teaching under this credential must hold a bachelor's degree. This credential is valid until June 30 of the school year. The credential is not renewable, although it may be reissued if individuals take nine credit hours toward regular licensure in the field and pass the Oklahoma Teacher Certification Testing Program.

The Alternative Certification Plan (1987) allows individuals with: 1) a bachelor's degree (the courses for which must have included 24 hours of courses in a state-defined critical shortage area); 2) passing scores on the Oklahoma Teacher Certification Test in the field for which licensure is sought; and 3) an LEA employment contract to be given a one-year, renewable Emergency Certificate. Individuals must be admitted to an IHE and must develop a plan for meeting the standard requirements for a credential within five years. This plan should include nine semester hours of professional education and four semester hours of supervised teaching during the first year in addition to participation in the Entry-Year Assistance Program.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Besides the Alternative Certification Plan (see **EMERGENCY OR SHORTAGE-DRIVEN CREDENTIALS**), there is now the Alternative Placement Program, which passed as part of SB 158 in 1991. The Alternative Certification Program that passed in 1990 as part of an omnibus bill is no longer in effect.

The Alternative Placement Program will permit bachelor's degree holders who have completed a major in a field that corresponds with a specialization area for an Elementary-Secondary Certificate (e.g., art or music), a Secondary Certificate, or a vocational-technical credential to become fully licensed in three years or less. Individuals must pass the Oklahoma Teacher Certification Testing Program examination in the content area for which licensure is sought and must obtain an offer for employment from a district. When these individuals meet these requirements and enroll in an Alternative Placement Program, they will be issued "valid alternative certificate[s]." With these credentials, they will participate in the state's Entry-Year Program and will have up to three years to complete their teacher education program. Such programs may consist of no less than six but no more than 18 credits in professional education. The amount of required preparation is reduced depending upon the level of the degrees the individuals hold, their prior teaching experience, or their prior work experience. By law, pre-student teaching and student teaching may not be required of program participants. SCDEs must begin implementation of Alternative Placement Programs in at least four areas of specialization (including math, science, and a foreign language) by June 30, 1992 or lose state program approval or accreditation.

STANDARDS BOARDS

Legislation passed in early 1991 creates a new standards board for teachers. SB 158 abolishes the old Professional Standards Board and replaces it with the Educational Professional Standards Board (EPSB). This group will retain the powers of the old board. Membership on this board is specified as follows: the state superintendent of public instruction or the chairperson of the EPSB; the chancellor of higher education or the vice-chairperson of the EPSB; the director of vocational and technical education or the executive secretary of the EPSB; six classroom teachers; one secondary school administrator, one elementary school administrator; three IHE representatives; three parents of children enrolled in Oklahoma public schools; one district superintendent; and two other members from outside of education. All will serve four-year terms.

SB 158 also creates the Task Force on Teacher Preparation. This group is charged with studying teacher preparation, including examining the Oklahoma core curriculum, the emergency licensure system, and the methodology used by the SDE in monitoring IHEs; interviewing early career teachers, education faculties at public and private IHEs, and parents for input on teacher education policy; and studying recommendations from national and state organizations. The group must also look at a new licensure category for elementary credentials. That is, it must create a specialized license in elementary education for subject areas, recommend to the SBE what credits may be applied in each area, and recommend requirements for specialization for either Alternative Placement Certification (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**) or Standard Certification (see **REQUIREMENTS FOR REGULAR LICENSURE**). By law, the group will consist of

three members of the Oklahoma House of Representatives; three members of the Oklahoma State Senate; six Oklahoma public school teachers; two members from public IHEs (one faculty member from teacher education and one from arts and sciences); two members from private IHEs in the state (one from teacher education and one from arts and sciences); two lay members who are parents of children in the public schools; and the secretary of education. The group must submit a report on its findings to the legislature and the SBE by November 30, 1991.

MINORITY TEACHER RECRUITMENT

The Oklahoma State Regents for Higher Education offers the Oklahoma Future Teachers Program, an incentive scholarship program that awards up to $1,500 per year (for up to three years) for tuition, fees, books, and materials for individuals in teacher preparation programs. To be eligible, individuals must: 1) be residents of Oklahoma who rank in the top 15 percent of their high school class (as calculated for the class as a whole or for one of the following subdivisions of the student population: Black, Native American, Hispanic, and Asian); 2) score at or above the 85th percentile on the ACT or other battery of tests (as calculated for the class as a whole or for one of the above subdivisions of the student population); and 3) be eligible for admission to, or have made satisfactory progress in, an associate degree in arts or sciences (at an accredited IHE offering the associate degree program for a transfer to an upper division or baccalaureate program in teacher education). Students in fifth-year programs are eligible for this scholarship only if they are working toward licensure in a critical shortage area or toward counseling. Priority will be given to full-time students.

The Oklahoma Minority Teacher Recruitment Center was established in 1990 with three missions: 1) to enhance the teaching profession by establishing a teacher cadet program for junior and senior high school students; 2) to implement statewide standards for effective multicultural teacher training; and 3) to recruit, retain, and place minority teachers across Oklahoma, especially in subjects without enough teachers. The center is working with the South Carolina Teacher Recruitment Center (see **SOUTH CAROLINA**) to develop and implement programs to increase the number of minority teachers in the state.

CLINICAL/FIELD EXPERIENCE

Individuals must complete a minimum of 45 sequential clock hours of clinical experience in the elementary, middle, and secondary levels. (Those who wish to be licensed in early childhood education must also have experience in all levels.) Student teaching must last a minimum of 12 weeks. Clinical faculty must have had some public school teaching experience. The individual districts determine selection and training requirements for cooperating teachers.

AACTE
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OREGON

STANDARDS

1. Entrance/Exit Requirements

Two types of teacher preparation programs exist in Oregon. The Division 15 program is a four-year program that leads to a basic license. The Division 16 program is a fifth-year program in a teaching specialty area that the candidate takes after a four-year program that did not include pedagogy. Fifth-year programs are recommended to be 12 months in duration. IHEs must establish performance requirements for admission to Division 15 programs, including minimum skills in oral and written communication and computation. To enter a Division 16 program, an applicant must receive a composite score of 123 on the CBEST; no individual score may be below a 37. (Scores of 659 on the NTE communications test and 654 on the NTE general knowledge test are acceptable in place of the CBEST.) Applicants for Division 16 programs must also 1) hold a bachelor's degree with a cumulative GPA that qualifies for admission to graduate programs at the preparing institution, 2) present recommendations, and 3) provide evidence of good moral character.

Beginning in 1993, candidates in Division 15 programs must pass the NTE subject exam in their area and score at least 661 on the NTE professional knowledge test.

Division 16 exit requirements include 1) a cumulative GPA that qualifies one for a graduate degree at the IHE; 2) a score of at least 661 on the NTE professional knowledge test; 3) two (changed from three in 1990) samples of work from student teaching that illustrate the candidate's ability to foster students' learning; 4) satisfactory performance in field-based activities and student teaching; 5) compliance with TSPC-identified ethical standards; and 6) passing scores on the relevant NTE subject exams.

2. Requirements for Regular Licensure

The state grants Basic and Standard Teaching Certificates. The Basic Teaching Certificate requires a bachelor's degree from an approved program. It is valid for three years and may be renewed if a teacher has completed at least half of a fifth-year program. To receive a Standard Teaching Certificate, a person must complete a fifth-year program and three years of successful teaching in Oregon public schools. The credential must be renewed every five years, and the person must teach one year out of those five years. The state also grants a special credential if a person has completed all but 12 quarter hours required for the initial credential. In order for the individual to obtain this special credential, the individual and the district must submit a joint application.

In June 1991, the governor signed legislation that changed the credentials in the state from "certificates" to "licenses."

3. Emergency or Shortage-Driven Credentials

Oregon offers several shortage-driven credentials, including the Interim Teaching Certificate, the Emergency Teaching Certificate, and the Restricted Teaching Certificate. The Interim Teaching Certificate may be issued to individuals with liberal arts bachelor's degrees if they pass the NTE subject exam in a TSPC-designated shortage area. For 1990-1991, the TSPC has determined that it has a shortage of teachers for the handicapped learner, the severely handicapped learner, the hearing impaired, the speech impaired, and the visually impaired. To be eligible, candidates must not have previously been enrolled in a teacher preparation program or held a teaching credential. This credential is valid for one year and may be renewed twice. On the third renewal, the individual can obtain the Basic Teaching Certificate if he or she passes the NTE professional knowledge exam and has an offer of tenure from the employing district. The employing district must cosponsor individuals' applications for the Basic Teaching Certificate and is responsible for designing professional development plans for them.

The Emergency Teaching Certificate is issued only where there are insufficient applicants in an endorsement or a geographic area. To obtain this credential, individuals must either have completed an approved teacher education program or hold a valid out-of-state teaching credential. Either of these must be in the field in which the Oregon credential is requested. A district need not request this credential's issuance. The credential may be renewed on a yearly basis if the holder completes nine quarter hours of additional preparation. The credential may be renewed twice; by the end of the three years, individuals teaching under the Emergency Teaching Certificate must be eligible to hold the Basic Teaching Certificate.

Restricted Certificates are issued under specific circumstances. First, Restricted Certificates with a subject matter or special education endorsement may be issued upon joint application from the prospective teacher and the employing district. This one-year, nonrenewable credential is available only to those who are within 12 quarter hours of qualifying for either a Basic or Standard Teaching Certificate (see **REQUIREMENTS FOR REGULAR LICENSURE**). The applicant must explain the circumstances behind the request for this credential to the TSPC (see **STANDARDS BOARDS**). Restricted Certificates with an elementary endorsement may be issued to individuals who completed a teacher preparation program under the auspices of the U.S. Armed Forces, the Peace Corps, or the Economic Opportunity Act of 1964. These individuals also must have two years of teaching experience in any grade from prekindergarten through grade 12 in subjects taught in the public schools. A joint application from the teacher and the district is required for this one-year, nonrenewable credential. Finally, Restricted Certificates are available to exchange teachers from other states or countries. These teachers must hold a valid teaching credential in their state or country in the area they will teach in Oregon. This credential, obtained through joint teacher and district application and valid for 12 months, may be renewed through joint application.

4. Non-Shortage-Driven Alternative Preparation for Licensure

The one-year Certificate of Accomplishment may be issued to individuals who have expertise in an area or field where no endorsement is offered. Individuals must apply jointly with the employing district for this credential and must describe the position to be filled and their qualifications for it. Certificates of Accomplishment may be issued in drama, Italian, journalism, and Latin (areas for which endorsements are no longer issued). In addition, Certificates of Accomplishment will be issued for teachers of Japanese, although there is now an endorsement for this subject.

STANDARDS BOARDS

The Teacher Standards and Practices Commission (TSPC) is an autonomous body appointed by the governor to set administrative rules on credentialing, teacher education, approval of preparation programs, and discipline of educational personnel. The TSPC also oversees employment practices (i.e., it ensures that districts hire credentialed teachers and that those teachers are assigned to the appropriate grade levels or subject areas). The TSPC has final regulatory authority over all matters under its jurisdiction. The TSPC's 17 members include eight teachers, two principals, two superintendents, one local board member, two laypersons, and two SCDE representatives (one from a public institution and one from a private institution).

During spring 1991, legislation was under consideration that would have given the state superintendent of schools the authority to take over the TSPC's functions.

MINORITY TEACHER RECRUITMENT

Funding for Oregon's Teacher Corps Program was in jeopardy during spring 1991 because of budgetary constraints. This program offers special forgivable loans of $3,000 per year to teacher education students in the upper 20 percent of their respective classes. The state forgives one year of loan received for every year the recipient teaches in Oregon. Minority status is a priority in the selection of applicants, as is willingness to teach in a shortage area.

In 1991, legislation failed that would have directed the SDE to fund minority teacher programs that identify promising students while they are in secondary school and provide these students with advice, tutoring, or information on scholarships and loans.

SB 122, which passed in June, addresses the goal of the state to employ a number of minority teachers proportionate to the number of minority children in the state by the year 2001. SB 122 mandates that the State Board of Higher Education require each public teacher education program to prepare a plan with specific goals, strategies, and deadlines for the recruitment, admission, retention, and graduation of minority teachers.

The Task Force on Minority Teacher Work Force, a governor-appointed group, ceased to exist in 1991, in keeping with a sunset provision.

CLINICAL/FIELD EXPERIENCE

Students in Division 15 and 16 programs must have an observation experience before student teaching. The state mandates a 15-week practicum that includes nine weeks of full-time student teaching for Division 15 students and six weeks of full-time student teaching for Division 16 students. Beginning in 1993, Division 16 students will also be required to complete nine weeks of full-time student teaching. Students are assessed on two work samples from this experience.

Clinical faculty are assessed by the IHEs on their background and their experience in public schools. They must be experienced in the field in which they will serve as clinical faculty. Cooperating teachers must possess an Oregon Basic Teaching Certificate or Standard Teaching Certificate and have three years of successful experience. Cooperating teachers must be trained by the IHE and the district. There is no state requirement to compensate cooperating teachers, although all SCDEs provide an honorarium of about $100.

AACTE
July 1991

PENNSYLVANIA

STANDARDS

1. Entrance/Exit Requirements

Pennsylvania permits IHEs to determine entrance and exit requirements for teacher preparation programs.

Every 10 years, Chapter 49, which consists of regulations on both teacher preparation and licensure, is reviewed by the SBE. The next 10-year review will occur in 1991-1992.

2. Requirements for Regular Licensure

Individuals seeking the Instructional I Certificate must complete an approved teacher preparation program, be recommended by the preparing IHE, hold a baccalaureate degree, and attain the following scores on the NTE core battery: professional knowledge, 643; general knowledge, 644; communication skills, 646. Individuals must also pass a subject exam in their area. The Instructional I Certificate is a nonrenewable credential and is valid for six years.

To be eligible for the lifetime Instructional II Certificate, individuals must complete an induction program, 24 postbaccalaureate credits, and three years of successful teaching. Individuals holding the Instructional II who received their Instructional I credential after June 1, 1987 must complete course work required by a district-developed professional development plan every five years until they receive a master's degree. (Teachers who do not complete this course work are reported by their superintendent, and their credential becomes invalid until they show satisfactory progress on completing the work.) Once these individuals receive a master's degree, their Instructional II credential becomes a lifetime credential. Before they are employed, teachers undergo an FBI/Pennsylvania state police criminal background check. In 1991, the SBE will appoint a committee to review licensure regulations.

Several bills have been introduced in the Pennsylvania Senate that would affect teacher preparation and licensure. One bill would create a new licensure system requiring individuals to complete a provisional period before receiving a permanent license. Individuals seeking to receive a license after this period would be evaluated by a regional state board consisting of three education professionals appointed by Pennsylvania's secretary of education.

Another bill would create a five-year degree program for teachers. Such programs would allow individuals to receive two degrees, one in education and one in a subject other than education. The programs would lead to a permanent teaching credential.

3. Emergency or Shortage-Driven Credentials

The state issues Emergency Certificates when a district verifies that it has not been able to find a credentialed teacher. These one-year credentials are not renewable unless individuals complete education requirements during the first year they hold the credential and are working toward full licensure.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Approximately 40 SCDEs are approved to conduct a teacher intern program through which a person with a bachelor's degree who passes the NTE communication skills, general knowledge, and specialty area tests may be hired as a full-time teacher, provided that individual is already enrolled in a teacher preparation program. The individual receives a Letter of Intern Candidacy and is then permitted to find a teaching position. When individuals secure a position, they receive an Intern Certificate. This is valid for three calendar years and may not be renewed. During the time the individuals are teaching, they must complete a program developed for them by an SCDE. The SCDE must provide supervision and support as necessary. After they complete the teacher preparation program and pass the core battery and subject exams, the individuals are eligible for an Instructional I Certificate.

STANDARDS BOARDS

The Professional Standards and Practices Commission consists of 13 members: seven teachers, three basic education administrators, one IHE representative from a teacher preparation program, and two laypersons (one of whom must be an elected local board member). The commission advises the SBE on matters relating to teacher education, certification, and licensure. In addition, it develops and enforces standards for the professional conduct of teachers. The governor selects the members and the Senate approves them.

MINORITY TEACHER RECRUITMENT

No state programs were reported in this area.

CLINICAL/FIELD EXPERIENCE

Pennsylvania requires candidates to have a clinical experience during their first year in a teacher preparation program. The state also requires candidates to have 12 weeks of student teaching. SCDEs are responsible for assessing both experiences. The cooperating teacher must have three years of successful teaching, and the clinical faculty must have experience in a public school in the grade candidates are preparing to teach. Cooperating teachers must be trained by the SCDE. While the state does not require compensation for cooperating teachers, the state IHE system does.

A Senate bill would require districts that accept student teachers to provide qualified supervisors to monitor the student teachers. The supervisors would be required to participate in a one-week orientation and

receive one day of instruction pertaining to their supervisory role every three years after this initial instruction period. Such instruction would be provided during the teachers' noninstructional time, at the expense of the IHE placing the student teachers. The state would match up to $250 of the compensation given to the teachers who participate in the program.

AACTE
July 1991

RHODE ISLAND

STANDARDS

1. Entrance/Exit Requirements

Entrance criteria include an interview before the candidate is admitted; a GPA at the time of admission that is above the GPA required to remain in good standing at the IHE by 25 percent; and IHE measurement of individuals' reading, writing, speaking, listening, and mathematics skills. To exit the teacher education program, individuals must complete student teaching with a satisfactory grade, receive a positive recommendation from the supervisor of that experience, and have a GPA 25 percent higher than the IHE's GPA requirement for graduation.

2. Requirements for Regular Licensure

The state issues three levels of credentials. To receive a three-year, nonrenewable Provisional Certificate, individuals must: 1) have completed an approved teacher preparation program within the past five years or have been approved through transcript analysis; 2) pass the NTE core battery by earning scores of at least 657 in communication skills, 649 in general knowledge, and 648 in professional knowledge or by earning a total score equal to the sum of the cut scores (1,954; no one score may be four points lower than the individual cut score); and 3) for secondary and special subject credentialing, have at least 30 hours in a major other than education.

Individuals with a Provisional Certificate who complete six credits (three of which must be college credit) and have three years of documented teaching experience are eligible for the Professional Certificate. This five-year credential is renewable with nine credits (six of which must be graduate credits in the person's subject) and with verification of continued teaching.

Earning the Life Professional Certificate is optional and may be accomplished through three different options. Individuals with six years of teaching experience (three of which must be in Rhode Island) and a master's degree in their area from an approved program are eligible for the credential. Individuals with six years of teaching experience may obtain this credential by earning a master's degree in another education area and 15 additional graduate credits in their area. Alternatively, they may earn a master's degree in an area other than education and 21 graduate-level credits in their area.

A bill prohibiting individuals from being barred from teacher licensure solely because of their standardized teacher test scores passed the legislature in 1991. Such individuals would be permitted to hold a Provisional Certificate and to keep it, given a successful job performance review annually for three years.

3. Emergency or Shortage-Driven Credentials

When no credentialed person is available to fill a teaching job, the state may issue an Emergency Certificate. For this credential to be renewed, candidates must have a bachelor's degree and complete at least six credits per year toward a Provisional Certificate. The district must again verify that it could not find a fully licensed teacher to fill the position. After a person has taught two years with this credential, this experience can count as student teaching if the person is working toward a Provisional Certificate through a teacher preparation program.

4. Non-Shortage-Driven Alternative Preparation for Licensure

In November 1990, public hearings began on a conceptual framework for an alternate route to teacher licensure. This framework had been developed at the request of the Board of Regents. A series of meetings with interest groups is planned. A proposal will be presented to the SBE this summer.

STANDARDS BOARDS

The Certification Advisory Committee, which advises the commissioner of education, has 16 members. These members include two public IHE representatives, two private IHE representatives, two superintendents, two principals, one school committee representative, six teachers, and one non-public school representative. Middle school and vocational education credentials are currently on the committee's agenda.

A bill to create a "pre K-12 public school professional educators' standards and practices board" did not pass the state legislature in 1991.

MINORITY TEACHER RECRUITMENT

A commissioner-appointed Minority Teacher Recruitment Task Force has just completed its second year of existence. This year, the group studied barriers to minorities seeking employment as teachers for the first time. A report of the task force's study will be produced and presented to the Board of Regents in 1991. This is the group's second study; the first discussed the barriers to minorities' entrance into teacher preparation programs and proposed strategies to remove these barriers. The task force is composed of representatives from various ethnic and cultural communities, local districts, SCDEs, and the legislature.

CLINICAL/FIELD EXPERIENCE

Programs must have "planned, supervised experiences in school settings." The state requires a minimum of 300 clock hours of supervised, sequential, incremental student teaching. Student teaching must take place in an individual's area of study and in a variety of settings; candidates must work with minority children in some of these settings. The clinical faculty must be competent in the candidate's subject and must demonstrate that they

are currently conducting research in their area. The cooperating teacher must have three years of teaching experience, an appropriate credential in the student teacher's area, and administrative approval by the district. The IHE must provide a training program in which the teacher must participate prior to working with the student teacher.

AACTE
July 1991

SOUTH CAROLINA

STANDARDS

1. Entrance/Exit Requirements

To be admitted to an undergraduate teacher education program, students must complete at least 60 semester hours of courses that meet the degree requirements of the IHE (to be taken no later than one full semester before student teaching). Students must also have: 1) a cumulative undergraduate GPR (grade point ratio) of 2.5 on a 4.0 scale or 2) a 2.0 GPR on undergraduate work and a score on the SAT or ACT above the 50th percentile of examinees in South Carolina who took the same test in the same year. In addition, they must earn a passing score on the South Carolina Education Entrance Examination (a test of basic skills in reading, writing, and mathematics) and have professional recommendations from general education and teacher education faculty. Finally, they must have taken the SAT or ACT. To exit a teacher preparation program and be recommended for a teaching license, students must pass the NTE professional knowledge exam (i.e., earn a score of at least 642) and the NTE subject exams in their fields and complete a full semester of student teaching.

2. Requirements for Regular Licensure

Graduates from an approved teacher preparation program who pass the NTE exams are eligible for the Professional Certificate. This credential is renewable every five years with six semester hours of either college credit or inservice work, three credits of which must deal with either the content or the methodology of one's field and three of which may be outside of one's field. All candidates for this credential must be fingerprinted for an FBI Criminal Background Review.

3. Emergency or Shortage-Driven Credentials

Candidates who 1) have a bachelor's degree in a critical shortage area (i.e., math, science, school media, home economics, or a foreign language); 2) pass the NTE subject exam for that field; and 3) receive an LEA employment contract may participate in the two-year Critical Needs Certification Program. After successful participation in a two-week preservice training institute at Winthrop College, participants are issued Provisional Certificates and then teach for two years. Participants are required to attend workshops, complete a two-week inservice institute, and complete three graduate courses in education during the program (which lasts at least two, but no more than three, years). After completing the educational requirements and teaching successfully for two years, candidates are eligible for the Professional Certificate. The state pays all fees for training and supervision except for the three courses.

4. Non-Shortage-Driven alternative Preparation for Licensure

No state programs were reported in this area.

STANDARDS BOARDS

The 12-member Professional Review Committee (PRC) advises the SBE on program standards and teacher education program approval. The PRC consists of two members of the SDE (one of whom must be the director of teacher education and certification), one district-level school administrator, one building-level school administrator, two teachers, three representatives of public IHEs, and three representative of private IHEs. The members are appointed by the SBE on the recommendation of the state superintendent. The group recently made recommendations to the SBE on standards for M.A.T. programs.

MINORITY TEACHER RECRUITMENT

The state has funded the South Carolina Teacher Recruitment Center with $886,000 for 1991-1992. The center sponsors the Teacher Cadet Program and ProTeam Program. The Teacher Cadet Program encourages high school students to enter teaching and to participate in a variety of activities, including attending college courses. A priority of the program is the recruitment of minority students. In 1989-1990, the Teacher Cadet Program piloted a successful counseling program, College Help Line, which helped participants with the college application process and provided some trips to college campuses. This program has continued in 1990-1991.

The recruitment center also sponsors the ProTeam program to increase middle school children's and their parents' interest in, and awareness of, college opportunities. This program includes an exploratory course and club activities for minority students interested in a teaching career. Community service is also part of the program. After a year of pilot projects in 22 schools, the program received $69,000 from the legislature to fund programs in 58 schools in 1991-1992. A club is planned for those who complete the ProTeam program; the purpose of the club will be to sustain their interest in college.

Teacher education programs at two historically Black institutions, Benedict College and South Carolina State College, receive state funding (approximately $200,000 total for both) to recruit high school seniors and facilitate their progress through the programs. Those IHEs have formed a partnership with the South Carolina Center for Teacher Recruitment. Funding for the partnership is separate from the Teacher Cadet Program.

CLINICAL/FIELD EXPERIENCE

South Carolina stipulates both clinical and field experiences for teacher candidates. Students must have two semesters of formal, structured clinical experiences in a school setting before they student teach. State law requires candidates to have 60 full days of student teaching in public schools within one semester. (In areas where there are few credentialed teachers, student teaching may take place in any school accredited by the Southern Association of Colleges and Schools.) At least 50 percent of the professional education faculty in a teacher education program must hold a terminal degree; those hired after 1986 must have at least two years of experience working with elementary or secondary students. Institutional

supervisors must be trained in the use of the Assessment in the Performance of Teaching (APT), must have completed advanced study as preparation for supervision, and must have experience in the public schools that is germane to the area in which they are supervising students.

Cooperating teachers must: 1) hold a valid credential in the area they supervise; 2) have two years of teaching experience in the area and grade level they supervise; 3) have completed the IHE's program for cooperating teachers and the state's training program in the use of the APT for student teachers; and 4) be recommended annually by the superintendent or the superintendent's representative. Student teachers will be evaluated at least three times by trained observers using the APT and are given plans for remediation if they do not meet the standard for first-year teachers. They must complete the prescribed activities successfully in order to receive a positive evaluation. In addition to state assessments of the student teacher's classroom teaching, the supervisor from the IHE must observe the student teacher at least six times and hold follow up conferences with the student and the cooperating teacher. The SDE pays $65 to each cooperating teacher working with students from private IHEs; that amount is included in public IHEs' budgets from the state.

AACTE
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STANDARDS

1. Entrance/Exit Requirements

Students must have a 2.5 undergraduate GPA to enter a teacher preparation program. They must also display competence, as determined by the SCDE, in literacy, mathematics, and general knowledge. To exit a program, candidates must have three semester hours in Indian studies, must have taken a reading course in their subject area, and must have three semester hours in human relations. This latter requirement, passed by the SBE in April 1991, will go into effect with those who graduate from teacher education programs in 1993. (In addition, all teachers who do not have human relations course work on their transcripts will be required to complete one semester hour in this area for their next licensure renewal).

2. Requirements for Regular Licensure

Once individuals complete an approved teacher education program, they are eligible for a five-year Standard Certificate. This can be renewed with six semester hours of credit.

3. Emergency or Shortage-Driven Credentials

An Authority-to-Act, valid for one year or less, may be issued at the request of a school administrator to provide temporary endorsement for a person who has a certificate but is not fully qualified for the assignment.

4. Non-Shortage-Driven Alternative Preparation for Licensure

The SBE has passed SDE-proposed guidelines for programs of alternative preparation for licensure. To be eligible, individuals must: 1) have a bachelor's degree with a major in a subject for which a person can earn a credential; 2) need at least 12 semester hours to complete required secondary education courses; 3) never have had a student teaching experience; and 4) have the agreement of an employing district that it will cooperate in an alternative program. Interested individuals will be directed to an SCDE, where their transcripts will be evaluated and a plan will be drawn up of courses they must take to earn a credential. The course of study must be completed within three years. Applicants then must submit to the SDE two recommendations from former professors, official transcripts of all undergraduate and graduate work, a course outline signed by both the SCDE contact person and the district superintendent, and an application for a limited credential. Candidates will then be issued a one-year, limited credential. If the candidate remains employed in a cooperating school district and completes additional hours as planned in the SCDE, the credential may be renewed twice. The contact person from the SCDE will be responsible for supervising candidates, although the district will provide supervision, direction, and an orientation to individuals before they enter the classroom. This internship/teaching experience would substitute for the

student teaching requirement. At the end of the process, individuals could be recommended for a five-year Standard Certificate.

STANDARDS BOARDS

A new advisory group has been formed in South Dakota. The South Dakota Advisory Council on Certification of Teachers and Educational Issues has been established through HB 1384, passed in 1991. The 11 members, to be appointed by the governor, include six teachers, as well as school administrators and representatives from state colleges and universities offering teacher education. (The number of individuals from these groups has not been stipulated.) Among the group's responsibilities are suggesting criteria and procedures for evaluating teacher education programs and recommending teacher licensure requirements and renewal standards. (Regarding renewal standards, the group is to recommend academic courses as well as other types of professional growth.) On January 1, 1993, the provisions of HB 1384 will be repealed, and the secretary of education and cultural affairs will make a recommendation on the future of the advisory council.

MINORITY TEACHER RECRUITMENT

No state programs were reported in this area.

CLINICAL/FIELD EXPERIENCE

The state requires clinical faculty to be familiar with current practices of elementary and secondary schools. Candidates are now required to complete 10 full weeks of student teaching.

A new teacher educator endorsement has been adopted by the SBE. This endorsement is available to recognize and compensate those who supervise student teachers and those who serve as mentors for first-year teachers. To earn the endorsement, an individual would be required to have three years of successful teaching experience, three semester hours in supervision and collaboration, and a recommendation for the endorsement by a principal and the college where the teacher completed the course. The program has been funded for 1991-1992 at a level of $70,000, which will provide $1,000 per participant. (Each teacher will receive $750 out of that $1,000; $250 will go to the district to buy substitute teacher time.)

AACTE
July 1991

TENNESSEE

STANDARDS

1. Entrance/Exit Requirements

To enter a teacher education program, an individual must attain the following minimum scores on the P-PST examination: mathematics, 169; reading, 169; and writing, 172. Individuals must also have a 2.5 GPA on all undergraduate work.

2. Requirements for Regular Licensure

To obtain the five-year Probationary Certificate, individuals must complete an approved program with a bachelor's degree and pass the NTE core battery and appropriate area tests. Currently, passing scores on the core battery are 647 in communication skills, 644 in general knowledge, and 639 in professional knowledge. Scores of 651 in communication skills, 647 in general knowledge, and 643 in professional knowledge will be required beginning September 1991.

Individuals participate in an induction program during the first year of teaching. With a positive evaluation for this first year, teachers move to the apprentice level, under which they teach for three years. With the bachelor's degree and four years of successful teaching, individuals are eligible for the 10-year Professional Certificate. Individuals with a master's degree need five years of teaching in an approved school during a 10-year period to renew this credential. Individuals without a master's degree must take six semester hours or eight quarter hours of credit every 10 years and document five years of teaching experience during this 10-year period. If individuals do not have the five years of teaching experience, they must complete the course work no later than one year before the credential is renewed.

Once individuals receive a Professional License, they may choose to participate in the state's career ladder program. This system affects the level of participating teachers' salaries.

3. Emergency or Shortage-Driven Credentials

When a superintendent cannot find a credentialed person to fill a teaching position, a district may request a Probationary Permit. There is no limit to the number of times the permit may be issued to an individual, nor are there any educational requirements for the individual.

4. Non-Shortage-Driven Alternative Preparation for Licensure

In November 1990, the SBE passed a proposal to permit alternative preparation for licensure in secondary education, elementary education programs that have an endorsement for middle grades, fine arts, health, physical education, and special education for people who hold a bachelor's

degree in the teaching field or in a related field. No funding has been allocated to begin the program; thus, it has not yet been implemented. According to this proposal, participants would need to meet regular SCDE entrance requirements before entering this alternate route. Candidates would apply directly to the IHE or would apply to the SDE to be referred to an IHE; they would be screened for entrance by both IHE faculty and district practitioners. The district would be required to make a commitment to participate in this enterprise and would pay candidates the regular beginning teacher salary. Teacher candidates would then participate in a preservice preparation program collaboratively planned and developed by IHE and district personnel. Upon completion of this program, individuals would be issued an Interim Probationary License C and would be allowed to begin the first year of teaching. During that time, individuals would be supported by one or more trained mentor teachers and would continue their training in a program planned by IHEs and districts. A principal or designee would evaluate the candidate. With a recommendation from the evaluator, a recommendation by the IHE, and verification that all course work had been completed, individuals would be eligible for full licensure as an apprentice teacher (see **REQUIREMENTS FOR REGULAR LICENSURE**).

Because of this lack of funding, the Interim Probationary License A is used for alternative route candidates. Individuals who have a bachelor's degree, have taken four hours of education courses, and have an employment contract are currently eligible for this one-year teaching license. Districts are not required to demonstrate a shortage of licensed teachers prior to offering a position to an individual seeking a Probationary License A. Individuals must complete six semester hours of professional education courses before the credential is renewed. Participants must meet the same licensure requirements as individuals using the traditional route (see **REQUIREMENTS FOR REGULAR LICENSURE**). Starting in 1994, this credential may be issued only three times; for now, it may be issued five times.

STANDARDS BOARDS

The legislature has given the SBE the authority to set standards and regulations for all licenses. The State Certification Commission makes recommendations to the SBE for all certification standards. The commission's 13 members include four teachers, two principals, one superintendent, one other local administrator, one public SCDE representative, one private SCDE representative, one state agency representative, and two lay members. An advisory committee to SBE recommends new licensure standards and teacher education policy. This group has been reviewing licensure requirements for school principals.

MINORITY TEACHER RECRUITMENT

Tennessee's efforts in minority teacher recruitment center around scholarship aid and mentor programs for minority high school students. The Minority Teaching Fellows Program, now in its second year, awarded renewable, forgivable $5,000 loans to 19 minority freshman entering teacher education programs. Currently, 38 students participate in the program, which is funded at $95,000 for 1991-1992. Students must be first-time

freshman, minority residents of Tennessee with a 2.5 high school GPA who have a score of 18 or better on the ACT and rank in the top 25 percent of their high school class. One year's worth of the scholarship is forgiven for each year that individuals teach in Tennessee.

The Community College Education Recruitment Scholarship awards $2,000 per year for two years for 25 entering freshmen in community colleges who intend to pursue a teaching career. This scholarship need not be repaid.

The Minority Matching Grant Program allows IHEs to write grant proposals to identify prospective minority teachers. This program is funded at $250,000. Schools may seek grants competitively; no one grant may be in excess of $50,000.

The Partnerships to Assist School Success project identifies, early in their high school years, minority students who are interested in teaching. The project matches these students with a mentor who serves as a role model and teams up with an IHE to motivate the student to enter a teacher preparation program. Currently, the project is in 16 communities. Eight communities are added yearly.

CLINICAL/FIELD EXPERIENCE

Tennessee requires students to have clinical experience early in their teacher preparation program. The state also requires 15 weeks of student teaching in the appropriate grade.

AACTE
July 1991

TEXAS

STANDARDS

1. Entrance/Exit Requirements

To enter a teacher education program in Texas, individuals must complete a 60-credit general education program, have junior standing, pass the Texas Academic Skills Program (TASP) with a scaled score of 220 (i.e., have scores approximately at the 70th percentile in math, reading, and writing), and demonstrate proficiency in oral language and information technology management (through courses or on tests). There is a ceiling of 18 semester hours on the professional education courses that may be required for the bachelor's degree (including student teaching but not special education, English as a second language, early childhood education, or reading requirements). The Texas Higher Education Coordination Board (THECB) and the Texas Education Agency (TEA) examine course titles and sometimes course syllabi to determine whether courses will count as professional education.

2. Requirements for Regular Licensure

Candidates for a teaching credential must pass at least two tests of the Examination for the Certification of Educators in Texas (ExCET), one in professional development and one in their subject or specialty, to obtain their first credential. They take additional tests for additional endorsements or credentials. The scores required vary by teaching field. All candidates for credentialing in Texas must undergo a criminal background check. A statute requires that parents be notified if their child is being taught by a nonlicensed teacher unless the teacher has a legitimate permit or at least 24 credit hours in his or her subject.

Individuals who have completed a teacher education program are eligible for the Lifetime Provisional Certificate. Individuals with a graduate degree and a special service certificate are eligible for the Lifetime Professional Certificate. Both credentials require a bachelor's degree, a recommendation from the teacher education program or an Alternative Teacher Certification Program (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**), and a criminal record search. Texas is in the process of adopting credentials that must be renewed in place of lifetime credentials.

3. Emergency or Shortage-Driven Credentials

The state no longer has a shortage-driven credential.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Candidates with a bachelor's degree and a minimum GPA of 2.5 (overall and in content areas) who pass a functional academic skills test (with the same scores as are required for entrance into a teacher education program) and

demonstrate proficiency in oral language and the use of information technology may be credentialed through the Alternative Teacher Certification Program. Bilingual candidates must pass an oral and written exam. Twenty-one approved programs are offered through districts, service centers, and university campuses. Individuals meeting the above requirements are given Probationary Certification Status, which permits them to teach while participating in the program. Individuals must complete three to six hours of work in reading and any other preparation deemed necessary by the particular program before they begin teaching under the supervision of a mentor. Interns must be employed by a school district. In addition, they must be appraised twice in the year by two different evaluators using the Texas State Appraisal System. Program sponsors must tell the Texas Education Agency (TEA) how the intern will be evaluated. The program may last between one and two years. Prior to completing the program, individuals must pass the ExCET. All programs have additional screening processes.

STANDARDS BOARDS

The Commission on Standards for the Teaching Profession, an advisory panel to the SBE, is responsible for reviewing and approving teacher education programs. Matters relating to credentials for teachers are reviewed by the commission before the TEA considers them for final action. The commission's 19 members include six teachers, four principals, two other administrators, two public SCDE representatives, four IHE representatives, and one state agency representative. Each group nominates members and the SBE approves these nominations, taking into account the commissioner's recommendations. The commission recently considered adopting separate standards for junior high/middle school teacher education programs.

MINORITY TEACHER RECRUITMENT

No state-sponsored efforts to recruit minority teachers were reported.

CLINICAL/FIELD EXPERIENCE

Texas requires candidates to have a minimum of 45 clock hours of direct contact with students in a classroom setting; at least one-half of these experiences must take place with children at the grade level in which candidates will student teach. Texas also requires candidates to complete a minimum of 10 weeks of full-day student teaching. Individuals with more than one field must simultaneously work in all areas in which they will be licensed. A longer amount of time in student teaching (about 12 weeks instead of 10) is required for those who will add endorsements. Unlike the Alternative Certification Program, the traditional programs are not required to specify how student teaching will be evaluated.

Clinical faculty who supervise students or teach a methods course must have at least three years of teaching experience. Each faculty member who teaches a professional education course must have a minimum of 90 clock hours of field involvement with accredited schools every seven years. Texas has designed a "career ladder" for its teachers; under this system it is a

master teacher's duty to supervise student teachers. However, no teachers have been designated as master teachers because the state has not provided the funds necessary to implement the career ladder system. IHEs must establish local centers to train cooperating teachers and formulate a plan for selecting them.

AACTE
July 1991

UTAH

STANDARDS

1. Entrance/Exit Requirements

Each IHE sets its own admission standards and exit requirements.

2. Requirements for Regular Licensure

There are two levels of credentials for teachers in Utah. Graduates of teacher preparation programs may obtain a Basic Certificate, which is valid for four years. A person with the Basic Certificate who teaches for at least two of those years is eligible for a Standard Certificate. This credential is valid for five years. If a person teaches for at least three out of the five years, he or she need not be relicensed. In September 1991, the state will initiate fingerprinting and background checks of new teachers.

3. Emergency or Shortage-Driven Credentials

Utah issues Letters of Authorization to districts to employ individuals who have not completed a teacher education program. (Districts must show that a credentialed, qualified person was not located for the advertised position.) These individuals must meet requirements for the Basic Certificate by the end of the year in which the letter is issued (although in special education, Letters of Authorization may be issued for two or three years, by which time the individual must complete requirements).

Utah offers Eminence/Special Qualifications Certification to allow individuals without formal teacher preparation to teach up to two periods per day. These individuals must have expertise in the subject they teach. Such individuals are assigned mentors who must supervise and evaluate them. Individuals holding this credential are not required to take additional education courses.

4. Non-Shortage-Driven Alternative Preparation for Licensure

In March 1991, the state implemented the Alternative Preparation for Teaching (APT) Program. This program is to be jointly administered by a mentor teacher, a school district representative, and an SCDE representative. They will design an APT Program in elementary, special education, or secondary education for an individual candidate or a cohort of candidates; such a program must be approved by the SDE prior to implementation. Eligible individuals must: 1) hold a bachelor's degree (or demonstrate equivalent experience); 2) comply with fingerprinting and background checks; 3) demonstrate talents and abilities related to an area of teaching; 4) find a teaching position in the district; and 5) have five years of experience related to the proposed teaching area. With state approval of the plan, the SDE will issue an APT Certificate that will allow the individual to teach for two years in the subjects listed on the

credential. Individuals will be supervised by a licensed teacher over the two years and will meet all requirements for state licensure. They are then eligible for a Standard Certificate (see **STANDARDS**). Course or registration fees are the responsibility of the candidates. The district establishes the salary and benefits of the candidate and guarantees time for the mentor teachers to observe the APT participants.

STANDARDS BOARDS

The State Advisory Committee on Teacher Education advises the SBE on credentialing standards. The membership includes four superintendents, four principals, six teachers, six SCDE representatives, one other IHE representative, and one representative each from a state professional association, the Board of Regents, the school boards association, and the local teacher education association.

MINORITY TEACHER RECRUITMENT

The state does not offer any programs in this area. An advisory committee on minority education was appointed by the governor in early 1991 to collect information on, and make recommendations concerning, the educational needs of minority students from kindergarten through college. The committee will make its final report to the SBE in September 1991.

CLINICAL/FIELD EXPERIENCE

IHEs plan clinical experiences for their students in accordance with NASDTEC standards. Students are required to have a minimum of 10 weeks of student teaching. Both clinical and field experiences must be supervised and assessed. The state recommends that IHEs have a systematic process for the selection and training of cooperating teachers.

AACTE
July 1991

VERMONT

STANDARDS

1. Entrance/Exit Requirements

Vermont permits IHEs to determine the mode in which entrance and exit requirements are met. Students must have a B average in their major before entering a teacher education program. They must also demonstrate competence in writing, speaking, and math through means chosen by the IHE. Students must maintain a B average, meet criteria for skills required for their endorsement, and receive the recommendation of the IHE to be admitted to student teaching. Statewide exit requirements may be developed as part of the state's attempt to redesign the program approval process; proposals are due by August 1992. Effective June 1995, graduates must have a liberal arts or science major.

2. Requirements for Regular Licensure

Vermont issues two licenses to teachers, the Beginning Educator License and the Professional Educator License. The Beginning Educator License is valid for two years and is renewable indefinitely with or without teaching experience. The Professional Educator License is valid for seven years and requires nine relicensing credits for renewal.

3. Emergency or Shortage-Driven Credentials

The Standards Board for Professional Education (SBPE; see **STANDARD BOARDS**) may waive one or more requirements for initial licensure when all of the following criteria are met: 1) there is a severe shortage of licensed teachers in the field for which the candidate is seeking a license; 2) a district cannot find a licensed teacher for a position; 3) a candidate possesses extraordinary compensating qualifications (as determined by the SBPE); and 4) a joint request is presented from the superintendent and the candidate documenting that these criteria are met and specifying both the supervision the candidate will receive and the steps to be taken to find a licensed teacher. This one-year waiver is nonrenewable; at the end of the year, individuals must meet full licensure requirements.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Under certain circumstances, individuals may earn a Vermont teaching license by being evaluated by a group of peers. To be eligible for the evaluation process, individuals must demonstrate to a committee of qualified practitioners that they have documented experience, competence, and qualifications in the field in which they wish to teach. School administrators are eligible to earn an administrative license through this process.

STANDARDS BOARDS

The Standards Board for Professional Educators (SBPE) serves in an advisory capacity to the SBE on standards and has been involved in the state's attempt to come up with a substitute for the program approval process. Teachers constitute the majority of the 23-member board. The board is composed of 12 teachers, one superintendent, one principal, one special education coordinator, one area vocational director, one supervisor, three public representatives (one from the public at large and two school board members), and three representatives of teacher preparation institutions (two public, one private). The commissioner of education is an ex officio, nonvoting member of the SBPE. The three permanent standing committees of the group are those overseeing teacher relicensing, administrators' relicensing, and higher education (the latter committee oversees training of visiting approval teams, prepares the SBPE for the review of the teams' findings, and coordinates efforts of IHEs to provide inservice course work).

By September 1991, each school district will establish a local standards board with a teacher majority to review and recommend teachers for renewal. Each local board will include at least five educators. Administrators will be recommended for relicensure by five regional administrator standards boards. Administrators will constitute a majority on each board.

MINORITY TEACHER RECRUITMENT

No state-level programs were reported in this area.

CLINICAL/FIELD EXPERIENCE

Vermont requires teacher candidates to have 60 clock hours of clinical, pre-student teaching experience that must be supervised and relevant to related college courses. The state also requires one semester (a minimum of 12 weeks) of full-time student teaching in which students are assessed on their demonstration of specific skills. The state requires that IHEs provide cooperating teachers with an orientation to the student teaching program. In addition, cooperating teachers must have at least three years of teaching experience and must work at the grade level in which the student teacher wishes to become licensed.

AACTE
July 1991

VIRGINIA

STANDARDS

1. Entrance/Exit Requirements

Virginia does not mandate entrance requirements for teacher education programs. In undergraduate programs, there is an 18-hour "cap" on professional studies that does not include student teaching. Some institutions have chosen to implement five-year preparation programs resulting in graduate degrees. These programs are not subject to the 18-hour limit on professional studies.

2. Requirements for Regular Licensure

To receive the initial license, individuals must earn a bachelor's degree, complete a teacher education program, and earn the following NTE scores on the core battery: communication skills, 649; general knowledge, 639; professional knowledge, 639. Candidates must also pass tests in their subject areas. (A statewide steering committee has proposed standards to be implemented in 1992, so many endorsement areas may be changing.)

The state awards three types of licenses for teachers. The requirements for the nonrenewable Provisional Certificate are listed above. This credential is valid for two years and is issued to graduates of traditional teacher education programs, individuals taking part in the alternative route to licensure (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**), or individuals prepared outside the state. While teaching under this credential, individuals from the latter two groups must remediate any deficiencies they may have. Funding was rescinded in 1991 for the statewide Beginning Teacher Assistance Program. Therefore, participation in this program is no longer required. The Collegiate Professional Certificate is a five-year, renewable credential issued to bachelor's degree holders who have completed all renewal requirements under a Provisional Certificate or a state approval teacher preparation program. The Post-Graduate Professional Certificate is a renewable credential that requires a graduate degree and three years of successful teaching. Both the Collegiate Professional and the Post-Graduate Professional Certificates are valid for five years if the teacher completes 180 points of the recertification system.

3. Emergency or Shortage-Driven Credentials

Districts may fill positions where there is a shortage of licensed teachers with Provisional Certificate holders--that is, individuals who participate in the state's program for alternative preparation for licensure (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**).

4. Non-Shortage-Driven Alternative Preparation for Licensure

The SDE has developed guidelines for an alternate route that allows individuals who have taken no undergraduate teacher education courses to

enter teaching. After passing the NTE (see **REQUIREMENTS FOR REGULAR LICENSURE** for cut scores), individuals who have not completed an undergraduate teacher preparation program but who have a bachelor's degree in an academic area and an LEA employment contract may be issued a two-year Provisional Certificate to teach at the secondary level. They must complete nine semester hours of professional studies either before or during their teaching experience. These courses may be taken at an accredited college or university or at a state-approved LEA alternative program. When individuals holding the Provisional Certificate meet all requirements for the regular Collegiate Professional Certificate, the state grants them that credential.

STANDARDS BOARDS

The Advisory Board on Teacher Education and Certification serves in an advisory capacity to the SBE. The 19 members must consist of one representative of personnel administrators, one from the business community, nine teachers, one superintendent, one local board member, two SCDE representatives, one public IHE representative, one private IHE representative, and two lay members.

The SBE created the Task Force on Improving the Profession of Teaching in October 1989. This group submitted a report to the SBE in October 1990 that recommended steps to restructure Virginia's schools, compensate teachers adequately, and recruit a diverse teaching force.

MINORITY TEACHER RECRUITMENT

The Virginia Teaching Fellowships Loan Program provides forgivable loans for prospective teachers entering identified shortage areas. Undergraduate juniors, seniors, or fifth-year students seeking an initial teaching credential are eligible. Minority status and willingness to teach in geographic areas with teacher shortages are two factors the state gives special consideration in awarding loans. The maximum loan to a recipient is $2,000 per year. The state forgives one year's worth of the award for each year the recipient teaches in Virginia public schools. The program has provided loans to candidates in foreign languages, mathematics, sciences, and special education. The state funding for this program in 1990-1991 is $450,000. Funding was reduced from its 1989-1990 level because of budgetary constraints.

In early 1991, the State Task Force on the Teaching Profession issued a report on the issue of minority teacher recruitment.

CLINICAL/FIELD EXPERIENCE

Although there are no specific requirements for the amount of clinical/field experiences in approved programs, Virginia's transcript analysis requires that teacher candidates have 200 clock hours of clinical experience, 60 percent of which must be in directed instruction. Some of this experience must take place before the student's senior year. Student teaching must be done at the level in which the person will teach. Cooperating teachers are required to be full-time teachers. Because of the restructured program

system, most SCDEs have gone well beyond these levels. Specific semester or clock hour requirements for clinical experience were not included under the "cap" placed on professional education courses (see **ENTRANCE/EXIT REQUIREMENTS**).

AACTE
July 1991

WASHINGTON

STANDARDS

1. Entrance/Exit Requirements

Washington specifies entrance requirements for its teacher education programs and will begin implementation of an exit examination within the next three years. For entrance into teacher education programs, individuals must have a 2.5 GPA in their most recent 45 quarter hours of study; competence in reading, writing, and communication; and a score of not less than the statewide median for the Washington Pre-College Test (or a comparable score on the SAT or ACT). In 1993, the state will institute an exit examination for all candidates who wish to obtain a Level 1 (Initial) Certificate. Legislation, passed in summer 1991, requires this examination to be an essay test. In July 1991, the Professional Educational Advisory Commission (PEAC; see **STANDARDS BOARDS**) discussed the reliability of a prototype essay exam given to teacher education students in various SCDEs.

2. Requirements for Regular Licensure

The state has two levels of credentials: the Initial Certificate and the Continuing Certificate. To earn an Initial Certificate, individuals must complete an approved teacher education program, and, beginning in 1992, take a course about issues related to child abuse. The Initial Certificate is a four-year credential that a person can renew for three years by taking 15 quarter hours of approved credit. In 1992, this credential will be replaced with what is being referred to as the "Two-Three-Two Certificate." When people are initially licensed, they will receive this credential for two years. To get the credential renewed for three more years, they must enroll in an approved master's degree program. When applying for renewal after those three years, individuals must show that they have completed at least 50 percent of their master's degree courses and that there is reason to expect that the program will be completed within two years for the final renewal of the credential. This last renewal is valid for two years.

The implementation of the "Two-Three-Two" Certificate is currently under debate in the legislature. Legislation passed by the legislature but not yet signed by the governor proposes to push back the implementation of this credential until 1995. This bill is likely to be signed, as it is a compromise between groups favoring repeal of the legislation establishing the Two-Three-Two Certificate and groups that are working to maintain the master's degree requirements.

Under the pre-1992 system, a person obtains the next credential, the Continuing Certificate, by 1) teaching one year, 2) taking 45 quarter hours of postbaccalaureate courses or earning a master's degree, and 3) obtaining at least two subject area endorsements. Starting in 1992, however, teachers must obtain a master's degree for a Continuing Certificate. Every five years, teachers must complete 150 clock hours of continuing education to maintain this credential. The Continuing credential must have a minimum of

two endorsements in any of the 41 areas listed for Washington, and teachers can only be assigned to teach in their endorsed areas. All applicants for Initial and Continuing credentials must undergo a criminal background check.

In spring 1991, a bill passed by the state legislature eliminated the requirement that teachers be U.S. citizens.

3. **Emergency or Shortage-Driven Credentials**

When a district demonstrates that it cannot locate a licensed professional for a teaching position, it may request the issuance of a Conditional Certificate. The Conditional Certificate, formerly known as the Consultant Special Certificate, may be granted to persons who have special expertise but no pedagogical preparation. Until August 31, 1991, individuals holding a bachelor's degree and a Washington license in nursing, occupational therapy, or physical therapy are also able to serve in schools under this provision. Districts may request the credential for individuals teaching in one of their schools. In early 1991, the rules governing this credential were changed to require that districts provide such individuals with mentors and develop, in cooperation with the mentor, a plan for assisting the individual with teaching duties. Furthermore, during the first 60 days of employment, individuals holding the Conditional Certificate must complete sixty clock hours (four semester hours or six quarter hours) of course work approved by the school district superintendent. The credential is valid for up to two years for the specific assignment and may be renewed for two-year intervals thereafter. For each of these subsequent renewals, the individual must complete 60 clock hours of course work.

4. **Non-Shortage-Driven Alternative Preparation for Licensure**

In early 1991, the SBE approved the creation of the Internship Certificate Pilot Project. This program, which will be implemented in 1991 and will continue until August 31, 1995, will allow cohorts of individuals to teach while taking teacher preparation course work. The Internship Certificate, a one-year credential renewed only under special circumstances, may be issued to individuals possessing a bachelor's degree or master's degree with 30 semester hours in an endorsement area. In addition, bachelor's degree holders must have five years of work experience determined to be relevant by an IHE. Prior to receiving the credential, these individuals must be admitted to an internship preparation program approved by the SBE and must have a district employment contract. The internship programs must consist of at least 30 semester hours of upper division or graduate study and must meet SBE standards for state approved programs. Participants must take 10 semester hours of those courses before the beginning of the school year. The courses must include (but are not limited to) child or adolescent psychology, classroom management, methods of instruction, the legal responsibilities of the professional educator, reading in the content area, and the safety and supervision of children (including 40 hours of observation of students in learning situations). Participants must then take three semester hours each semester of the school year and 10 additional semester hours the summer after their first year of teaching. The individuals will participate in an IHE-sponsored three-hour seminar every

week while they teach under the Internship Certificate. IHEs will assign college supervisors, and districts will assign mentors, to support the interns while they teach. The year of internship teaching is deemed comparable to the SBE student teaching requirement. Moreover, when the individuals complete the above described 30 semester hours and the year of teaching, they are eligible for the Initial Certificate.

Another credential that has been revised in 1991 is the Instructional Specialist "Einstein" Certificate. This credential is for individuals of "unusual distinction or exceptional talent as demonstrated through public records of accomplishments and/or awards." Only districts may request these credentials for a specific activity. The credentials may be valid for up to two years. Districts and the participants must collaboratively develop a written plan of assistance for the participants. Within their first 60 working days, the individuals must complete 60 clock hours of course work in pedagogy and child or adolescent development. The credentials may be reissued after two years if the holder completes 60 clock hours of course work approved by the employing school district.

STANDARDS BOARDS

The Professional Educational Advisory Committee (PEAC) is appointed by the SBE to review standards for certification, licensure, and program approval. The 26 members represent the education community, the legislature, the general public, and deans from both public and private SCDEs. The PEAC's recommendations are considered by the SBE in its decision-making process. The PEAC deliberated over the recently passed Conditional Certificate (see **EMERGENCY OR SHORTAGE-DRIVEN CREDENTIALS**), the Internship Certificate Program, and the Instructional Specialist Certificate (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**).

Each IHE's teacher preparation program is advised by a Professional Educational Advisory Board (PEAB); these boards also work with local practitioners. One-half of a PEAB's voting membership must be composed of professional practitioners who are from districts near the IHEs and who work with the IHE on such areas as professional program development and placement.

MINORITY TEACHER RECRUITMENT

The SPI has the responsibility of establishing minority recruitment programs. The state legislature recently appropriated $50,000 to fund a Teachers Recruiting Teachers Program, wherein high school teachers encourage high school minority students to become teachers.

CLINICAL/FIELD EXPERIENCE

Washington requires candidates to have a minimum of 40 hours of structured, supervised experiences before they student teach. SCDEs must ensure that candidates have experience with diverse populations. Clinical faculty must hold at least a master's degree, and for each specialty area there must be one full-time faculty member who holds a doctoral degree. Student teaching

must consist of eight weeks or 240 hours of observation and direct classroom teaching. Of this, the student teacher must spend 120 hours in direct classroom teaching. SCDEs provide training for cooperating teachers, although training is not required by the state. A student teacher pilot project that is operating in five sites continues to place student teachers in rural and remote areas and helps fund cooperating teachers. The Excellence in Teacher Preparation bill, had it been funded, would have provided $1,000 per quarter to each cooperating teacher for training, professional development, and compensation.

Several bills passed the state legislature in spring 1991. One bill establishes student teaching centers to expand the placement of student teachers in all geographic areas of the state. Another requires SCDEs to develop a plan for greater interaction between the SCDE faculty and K-12 schools, including K-12 teaching experience for the SCDE faculty members. Another bill creates the Washington Fund for Excellence in Higher Education. Through this program, the Higher Education Coordinating Board will award grants to IHEs for: 1) collaboration between SCDEs and K-12 schools (particularly projects that encourage SCDE faculty to teach in the K-12 schools) and 2) initiatives that facilitate the transfer of students from the K-12 system to higher education.

AACTE
July 1991

WEST VIRGINIA

STANDARDS

1. Entrance/Exit Requirements

There are no state mandated requirements for entering teacher education programs in West Virginia. However, teacher preparation institutions must have programs approved by state board for graduates to receive licensure. Such programs must include admission requirements (which must include passing the PPST).

To exit a teacher education program, one must have PPST scores of at least 172 in reading, 172 in mathematics, and 171 in writing. Institutions must develop and administer their own assessments of speaking, listening, and computer literacy. They also typically require students to pass one of 45 West Virginia content specialization tests. (There are 55 areas in which a candidate can receive a license.) The state requires programs to assess candidates' performance in student teaching. This assessment must be verified by both public school and higher education supervisors.

2. Requirements for Regular Licensure

The state issues the Professional Certificate to individuals who either 1) have completed an accredited college's SBE-approved teacher preparation program, hold a bachelor's degree, and have passed state subject matter tests or 2) hold a bachelor's degree in a discipline taught in the public schools, have passed state subject matter tests, and have successfully completed the new alternate program for the education of teachers (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE.**) Initially, the Professional Certificate is valid for three years. When the holder completes a beginning teacher internship, six semester hours of appropriate college credit, and three years of appropriate experience, the credential may be converted to a Professional Certificate that is valid for five years. Once they have this five-year credential, individuals may obtain a Permanent Certificate by either 1) earning a master's degree and completing five years of educational experience or 2) renewing the five-year credential two times.

3. Emergency or Shortage-Driven Credentials

West Virginia issues one-year permits to noncredentialed individuals willing to teach in shortage areas. The state has content-specific prerequisites for this route. The permit may be renewed as long as the person completes six credit hours per year in an approved SBE program. To be fully credentialed, candidates must graduate from such a program and meet all appropriate requirements within five years.

If a district cannot find a fully credentialed teacher to teach a particular subject, a credentialed teacher may be assigned to teach out-of-field without additional preparation.

4. Non-Shortage-Driven Alternative Preparation for Licensure

SB 1 (passed in 1990) authorized the creation of alternative programs for the education of teachers. Individual schools, individual school districts, consortia of schools, or regional education service agencies may submit alternative plans to the SBE for approval. In their plans, the groups must show evidence of having sought joint sponsorship of their training program with IHEs.

To be eligible to participate in such a program, individuals must: 1) hold a bachelor's degree in a discipline taught by the public schools (individuals in certain vocational and technical subjects may be exempt from this requirement but must instead demonstrate at least 10 years of work experience in their subject); 2) pass SBE-approved basic skills and subject matter tests or demonstrate three years of successful experience in the area of licensure; 3) be a U.S. citizen aged 18 of good moral character and "physically, mentally, and emotionally qualified to become a teacher"; and 4) not have previously completed a state approved teacher preparation program. Once the individuals pass the SBE-approved tests, they will be issued a document permitting them to seek employment as a teacher. With an offer of employment, the individuals are issued an Alternative Program Teacher Certificate, which is a one-year, temporary credential. With this credential, individuals may participate in SBE-approved alternative preparation programs.

All of these programs must consist of three specified phases. First, individuals must participate in a seminar or practicum of at least 20, but not more than 30, days before they may have full responsibility for a classroom. The seminar will introduce the individuals to basic teaching skills through supervised teaching experiences and will provide instruction in student assessment, child development and learning, curriculum, classroom management, and the use of instructional technology.

During the program's second phase, individuals are supervised for 10 weeks during which they assume full responsibility for a classroom. They are to be critiqued at least once each week by members of a professional support team, which consists of a school principal, a teacher, an IHE faculty member, and a curriculum supervisor. (Before participating in this program, the professional support team participates in an orientation and training program coordinated by the state's center for professional development.) The alternative program participants are evaluated at the end of the fifth and tenth week by a member of the team trained in performing such evaluations. A formal written progress report is submitted to the program participants after the evaluation in the tenth week.

The third phase of the program consists of continued supervision and evaluation over a period of at least 20 weeks. Individuals are critiqued at least twice per month and observed and formally evaluated at least twice during the 20 weeks. They continue to receive formal instruction during this time. At the conclusion of the program, the principal on the support team prepares a comprehensive evaluation report on the progress of program participants and submits it to the state superintendent of schools. This

report contains a recommendation as to whether individuals should be issued a Professional Certificate. (No students have yet enrolled in this program; the first may enroll for fall.)

In addition to the new alternate program for teacher preparation, SCDEs may design alternate route programs that remediate individuals' deficiencies in professional education or subject areas.

STANDARDS BOARDS

The 27-member Council on Professional Education (COPE) advises the SBE and the state superintendent on teacher education, staff development, and certification. The council has 14 elected members: 13 teachers (representing general, vocational, and special education) and one person representing the student support services area. Appointed members include two lay citizens, six public school administrators, and five IHE representatives. COPE issues annual reports to the SBE, the Board of Trustees, the Board of Directors, and the education committees in the legislature.

The SBE previously ruled that all teacher preparation programs must have NCATE approval by 1993. However, the SBE-appointed Study Committee on NCATE and State Program Approval is currently considering alternatives to NCATE accreditation for program approval.

MINORITY TEACHER RECRUITMENT

The state does not sponsor any programs in this area.

CLINICAL/FIELD EXPERIENCE

SBE policy requires an assessment of a candidate's performance in student teaching. The length of student teaching is determined by the institution. NCATE-accredited institutions require candidates to student teach full-time for 10 weeks in a placement that corresponds with the subject and school level for which they will be licensed.

SB 1 states that the SBE may enter into an agreement with county boards of education for the use of the public schools in order to allow prospective teachers the opportunity to demonstrate competence in teaching as a prerequisite to being licensed. The state board regulation further notes that student teaching is a joint responsibility of the teacher preparation institution and the cooperating public schools, and that this responsibility includes setting minimum requirements for cooperating teachers, providing compensation to the cooperating teachers in addition to their salaries, and establishing minimum standards for the facilities and program at the public schools.

AACTE
July 1991

WISCONSIN

STANDARDS

1. Entrance/Exit Requirements

A 2.5 GPA on at least 40 semester hours of credit and adequate scores on the P-PST are required for entrance into teacher preparation programs. The P-PST cut scores are 175 in reading, 174 in writing, and 173 in mathematics. IHEs may waive the GPA or P-PST requirements for up to 10 percent of the entering class of teacher education students as long as the institution has another way of determining students' competence. A 2.75 GPA (or a 3.0 for graduate programs) is the sole exit requirement. In 1986, the DPI ruled to require candidates to earn a passing score on a subject area exam to exit teacher education programs. The DPI continues to review possible exit tests.

2. Requirements for Regular Licensure

The requirements for an Initial License are successful completion of an approved program, a bachelor's degree, and a recommendation from the certification officer of the IHE. Teachers must renew this credential every five years by earning six semester credits or the equivalent in professional education (i.e., 180 clock hours of preapproved DPI professional activities).

3. Emergency or Shortage-Driven Credentials

Districts may request the issuance of an Emergency Permit when a qualified, credentialed individual cannot be located to fill a teaching position. This permit authorizes an individual with a bachelor's degree to serve in one assignment for one school year. Individuals must complete six semester hours of courses to be considered for the credential again.

4. Non-Shortage-Driven Alternative Preparation for Licensure

Other than a provision that permits innovative and experimental program development by IHEs, no state programs were reported in this area.

STANDARDS BOARDS

The 18-member Advisory Council for Teacher Education and Certification advises the DPI on licensing and program approval standards. The council includes five teachers, four administrators, four IHE representatives, one student, and four lay members. This year, the group has been considering guidelines for innovative and experimental programs (see **NON-SHORTAGE-DRIVEN ALTERNATIVE PREPARATION FOR LICENSURE**) as well as a report made by the Commission on Schools for the 21st Century, a group jointly appointed by the governor and the state superintendent. Some of the recommendations in this report include the establishment of more effective recruitment programs to attract minority teachers, greater emphasis on outcome-oriented instruction

in teacher training programs, and the revision of teacher licensure to be based on demonstrated competence.

MINORITY TEACHER RECRUITMENT

By state mandate, all IHEs must have a plan to recruit minorities into teacher education. The DPI sponsors "Teacher World," a special program presented in schools to attract juniors in high school into teaching. The DPI hopes to develop a special session for minority students in urban areas.

Because of budgetary constraints, the state no longer offers forgivable loans for minority teacher candidates in their junior and senior years of college. Some items in the DPI's biennial budget did not pass, including scholarship funding for minority teacher candidates who are employed as teacher aides and for economically disadvantaged minority teacher candidates, and funding grants for districts to pay 50 percent of the salary of a principal or superintendent who is a woman or a minority.

CLINICAL/FIELD EXPERIENCE

Students must have 100 clock hours of clinical experience, the content of which is to be determined by the SCDE. The student's performance in the clinical experience must be evaluated twice. The primary supervisor from the IHE must have three years of successful teaching experience. If the primary supervisor does not have expertise in a subject area in which the student will teach, the IHE must provide another person with such expertise to supervise the student teacher.

Students must have a full semester of student teaching. As of fall 1990, that experience must follow the calendar of the district in which the student is teaching. Student teachers must be evaluated at least four times, and there must be at least two conferences between the student, the primary supervisor, and the cooperating teacher. Cooperating teachers must have three years of classroom experience (including at least one year of experience in the district in which they currently teach); must have a regular Wisconsin license; and must have completed a course in the supervision of interns or be qualified as a result of supervisory experience gained prior to 1977.

AACTE
July 1991

WYOMING

STANDARDS

1. Entrance/Exit Requirements

Admission and exit requirements for teacher education programs are currently determined by IHEs. The state will change to a program approval system on July 1, 1992.

2. Requirements for Regular Licensure

Individuals who successfully complete a regionally accredited or NCATE-accredited teacher education program and a transcript analysis may receive a Standard Certificate. (Under the program approval system to be instituted on July 1, 1992, transcript analysis will no longer be necessary.) The Standard Certificate is renewable every five years if the holder completes five course hours and teaches successfully. Individuals with at least five years of professional teaching experience in the state and a master's degree are granted a Professional Certificate, which is renewable every 10 years.

3. Emergency or Shortage-Driven Credentials

The SDE issues Temporary Employment Permits to those individuals with a bachelor's degree and training in the subject for which the district needs a teacher. The one-year, nonrenewable permit is for districts unable to fill a position with a fully credentialed teacher. These individuals teach under supervision during the year and are not required to take any additional courses during that time.

4. Non-Shortage-Driven Alternative Preparation for Licensure

A bill to give local school boards the discretion to create and implement their own programs for licensure did not pass in 1991.

STANDARDS BOARDS

The SBE appoints Professional Standards Board (PSB) members to advise it on licensure and program approval. The PSB normally approves regulatory changes before these are submitted to the SBE for adoption. Regulations require that board members include six teachers, two principals, one superintendent, two public SCDE representatives, and one community education representative. Recently, the PSB deliberated over the new program approval standards. In addition, the board considered measures to change licensure requirements for coaches, school psychologists, and speech pathologists.

MINORITY TEACHER RECRUITMENT

No state programs were reported in this area.

CLINICAL/FIELD EXPERIENCE

The SDE allows SCDEs to develop clinical and field experiences in accordance with NCATE standards. The new program approval standards will address requirements for these experiences.

AACTE
July 1991

APPENDIX:

ALTERNATIVE ROUTES TO LICENSURE FOR NONTRADITIONAL STUDENTS

Programs described below provide alternative routes to teacher licensure. Generally these programs are geared to the needs of the nontraditional candidate (a person who has a bachelor's degree with a major or concentration in a teaching field). Course work may be offered by state agencies, school districts, or institutions of higher learning. The amount and length of preparation varies. Most programs require an internship or supervised teaching.

Alternative licensure programs to address teacher shortages are not included in this list. In several states (such as California, Missouri, New Mexico, Washington, and Idaho), licensing requirements may be waived to allow distinguished scholars to teach in elementary or secondary schools for a limited period of time. These programs are not included in this summary but are described in the July 1991 50-State Survey.

Alabama Non-Traditional Fifth-Year Program. Nineteen of 30 IHEs with teacher education programs offering a master's degree are also approved to offer this nontraditional program. To be admitted, candidates must have a bachelor's degree with a major in an area other than education from a regionally accredited institution; have completed 60 semester or 90 quarter hours in general studies; have as many hours in their teaching field as required for a baccalaureate-level license; have a 2.5 GPA on a 4.0 scale; and score well on a standardized assessment. To graduate, students must complete 39 semester or 60 quarter hours of graduate courses, of which 12 or 20 hours, respectively, must be in subject area studies. They must also complete 10 weeks of full-time student teaching.

Arizona Alternative Secondary Certificate. Candidates must have a district employment contract; hold a bachelor's degree from an accredited institution of higher education; pass the Arizona Teacher Proficiency Examination in general knowledge; have a major (30 credit hours) in the subject to be taught; and pass an examination in that subject approved by the State Board of Education. Teaching candidates receive 160 clock hours of initial training divided between academic instruction and introductory classroom experience. They continue to receive academic instruction for the next 30 weeks, during which they assume increasing classroom responsibility. All training is conducted by the school district in conjunction with either the State Department of Education or a school, college, or department of education. During the 30-week instructional period, candidates receive support from, and are evaluated by, a professional team including a mentor teacher, a content area specialist, and a qualified evaluator. After the candidate completes the program, the employing district recommends whether he or she should receive the Arizona Standard Secondary Certificate.

Arkansas Alternative/Non-Traditional Certification Program. Candidates preparing to become secondary school teachers must hold a bachelor's degree from a regionally accredited IHE; have an academic major in a licensure

field; attain at least a 2.75 GPA or a 3.0 GPA in the last 60 hours of the degree; have three references; and be interviewed before entering the program. Candidates participate in a three-year training program that includes on-the-job mentoring and summer and weekend workshops offered through the State Department of Education. Candidates must pass the Pre-Professional Skills Test during the first year of the program. Candidates work with a mentor and must pass the professional knowledge and specialty area tests of the NTE by the completion of their third year.

California University Intern Program. Prospective teachers apply directly to institutions of higher education to enroll in this internship-based program. Candidates must have a bachelor's degree, passing scores on the CBEST, and verified competence in their subject. Under the supervision of higher education personnel, candidates work toward a Professional Credential while teaching half time. A clear credential is awarded after one or two years of successful teaching and completion of a collegiate fifth-year program.

Colorado Alternative Teacher License. The Colorado legislator has approved an alternative certification program to be implemented in 1994. Legislated criteria for admission to this program include a bachelor's degree from a fully accredited institution of higher education, demonstrated basic competence in oral and written English and mathematics, assurance from an institution of higher education that the candidate has met subject matter requirements for regular licensure, and the candidate's agreement to participate in the alternative teacher program. Candidates will receive 225 clock hours of planned instruction. Supervision will be provided by mentor teachers, and a support team will plan the candidate's program, determine when he or she may assume control of a classroom, evaluate his or her progress, and make a recommendation to the school district concerning the candidate's eligibility to receive a Provisional License.

Connecticut Alternate Route to Certification. This eight-week, full-time summer program in professional education is followed by two years of supervised teaching in a public school. This program is geared for those who wish to teach in grades four through eight or in secondary classes in English, foreign language, science, math, history, and social studies. Applicants must have a bachelor's degree with a major in the subject they will teach or the minimum number of credits in the area to be endorsed, write an essay demonstrating command of English, earn a passing score on a standardized assessment, have experience working with children, and have an undergraduate or graduate GPA of at least a B. When candidates complete the eight-week program, they are issued a record of completion and may look for employment. After finding a position in a public school, they receive a 90-day temporary credential. When the 90-day probationary period is completed, individuals are issued an Initial Educator Certificate, under which they may teach for one and one-half years. Following a successful induction period, candidates are placed on the same licensure track as traditional candidates.

Delavare Internship Certificate. Districts may hire individuals with backgrounds in academic subjects who have completed 15 hours of teacher education course work (exclusive of student teaching). These individuals

teach with district and college or university support and are evaluated three times during the year. If the individuals receive positive evaluations and meet the Pre-Professional Skills Test requirements, they are issued the Delaware Standard Certificate.

Florida Temporary Certificate. Six centers involving five state-supported and two private institutions of higher education provide alternative preparation programs. To participate, an individual must have a bachelor's degree with a 2.5 GPA and be employed by a district. The person is then issued the two-year, nonrenewable Temporary Certificate. Participants are supervised by a mentor team while teaching. This supervised teaching counts as their induction year program. After individuals complete the required courses and a year of teaching, they must pass the Florida Teachers' Certification Examination. They are then eligible for the Florida Provisional Certificate.

Idaho Secondary Field-Centered Teacher Training Program. To participate in this program, individuals must hold a bachelor's degree with a 2.5 undergraduate GPA, and five years must have passed since his or her college graduation. Candidates who pass the NTE tests of communication skills and general knowledge will be issued a Teacher Trainee Certificate, which allows them to secure a teaching position. However, they must take nine semester hours of professional course work before beginning to teach. Internship hours are required in all four semesters (two years) of the program. A consortium is formed for each candidate consisting of the mentor teacher and representatives from the school district, the state department of education, and a participating institution of higher education. The consortium guides individuals and assesses course work needs. The district provides a mentor teacher for the first year, and if needed, for the second year. Candidates must pass the professional knowledge test of the NTE prior to completing the second year of the internship. By the end of the second year, students must complete between 26 and 30 semester hours of courses. They are then eligible for the Idaho Standard Secondary Teaching Certificate.

Kentucky Alternative Preparation for Licensure Program. Kentucky legislation directed the Education Professional Standards Board to adopt regulations for district-level alternative preparation programs for middle school and high school teachers. These programs, when established, may involve institutions of higher education, but this involvement is not required. The Kentucky programs will require candidates to hold a bachelor's degree with a 2.5 overall GPA and either a 30-hour major in, or five years' experience related to, the subject they will teach. Individuals will be screened by the district offering the alternative program and will work with a support team. Support team members must undergo special training. All alternative programs will have three phases: (1) an eight-week, full-time seminar and practicum; (2) part-time instruction and part-time teaching; and (3) 18 weeks of full-time supervised teaching. Candidates must pass the required NTE examinations and complete the Kentucky Teacher Internship Program.

Maryland Resident Teacher Certificate Program. Individuals are eligible for this program if they have a bachelor's degree in a field taught on the

elementary or secondary level; a B average in the major; passing scores on the NTE general knowledge, communications skills, and specialty area subject examinations; and a contract with an employing district for a teaching position. Candidates must take 90 clock hours of designated professional education. After completing these 90 hours, candidates teach under a one-year Resident Teacher Certificate. Support is available from a supervising teacher/mentor, and candidates may need to take additional courses required by the local school district. By the end of the program, candidates must pass the professional knowledge examination of the NTE; they are then eligible for the Maryland Standard Professional Certificate.

Massachusetts Apprentice Teacher Card. This card, which may be awarded to a person with a bachelor's degree, enables him or her to teach in a public school for up to two years while taking courses required for licensure. For this card to be valid, the applicant, the employing school district, and the teacher preparation institution must agree on a plan for the applicant to complete the requirements for a Massachusetts teaching credential.

Minnesota Alternative Preparation for Licensure Program. Individuals are eligible for this program if they have a bachelor's degree; a major in a teaching subject or five years' experience in a field related to that subject; passing Pre-Professional Skills Test scores; documented experience with children; and an employment contract from a district. Once admitted, individuals receive an Alternative Teacher Preparation License, which permits them to be given a teaching assignment. The participants must receive twenty days of district-level training before entering the classroom. Candidates must receive at least 170 hours of training during the course of the program. While teaching, the candidate is supported by a three-person team (consisting of a mentor teacher, school administrator, and college or university faculty member). This team instructs, coaches, and evaluates the candidate. After completing the program, individuals are eligible for the Minnesota Initial License. School districts and higher education institutions must work cooperatively to design and implement these programs.

Mississippi Alternative Preparation for Licensure Program. To enter this program, candidates must have a 2.75 GPA in their content area; a 2.5 overall GPA; a bachelor's degree; the same scores on the NTE general knowledge and communications tests as are required for admission to regular teacher preparation programs; and passing scores on 14 areas of the Content Mastery Examination for Educators. Candidates must complete nine semester hours of education courses at an approved school, college, or department of education while they teach. These courses should address the development and interpretation of tests, the teaching of a subject in proper scope and sequence, methods of teaching, and classroom management. Course work must be completed within three years. Candidates are measured by the MTAI during their first and second year of teaching.

Missouri Academic Contract. Candidates must have a bachelor's degree in an area they will teach; have a 2.5 undergraduate GPA; and pass the relevant NTE subject exam. To receive a Missouri Temporary Certificate, they sign a four-way contract with the state department of education, the employing

district, and an institution of higher education. The contract stipulates that candidates will take nine semester hours of professional education before entering a classroom as a teacher and will complete a teacher education program at the college or university while employed by the district as a secondary school teacher. After completing a successful year of teaching and before entering the second year of the teaching internship, the person must complete nine additional semester hours of course work. At the end of a second successful year of teaching, the person is awarded a Professional II credential.

New Hampshire Provisional Certification Plan. Individuals preparing to teach at the secondary level must hold a bachelor's degree with a 30-credit major in the subject to be taught and have a GPA of 2.5. Individuals who want to teach at the elementary level must have a bachelor's degree with a major in the area they will teach and an overall GPA of 2.5. Under certain circumstances, the GPA requirements may be waived. Candidates are issued letters of eligibility with which they may be hired by districts. The district must appoint a mentor teacher or mentoring team to work with the provisional teacher for a year. The mentor must receive a minimum of 12 hours of training in the mentoring process from the State Department of Education or from other persons or institutions contracted by the State Department of Education to do this training. An education plan (developed by the mentor, building principal, teacher candidate, and designated others) includes preservice and inservice components. After completing the plan, individuals are recommended for the Beginning Educator Certificate.

New Jersey Provisional Teacher Program. Candidates must hold a valid bachelor's degree; have a major in the subject they will teach (for secondary schools) or a minor in the liberal arts and sciences (for elementary schools); pass the NTE general knowledge examination for elementary licensure or the designated NTE specialty examination for a secondary license; and have an offer of employment from a school district. Individuals must participate in an initial 20-day practicum under the supervision of a licensed teacher. During the first year, participants receive 200 clock hours of professional instruction. This instruction does not have to be in a for-credit college course; it may be completed at a district- or state-operated training center. A support team observes the provisional teacher at prescribed intervals, and the principal evaluates the provisional teacher at least three times that year. The last evaluation contains the principal's assessment as to whether the teacher should receive a New Jersey Standard Certificate.

New Mexico Alternative Licensure. Candidate with a bachelor's degree in an appropriate subject may teach in a district at its request. The individual, the district, and an institution of higher education work together to create an educational plan to prepare the individual for licensure. The candidate receives a one-year Alternative License, teaches under supervision, and takes courses during the year to complete the program. The individual must pass the core battery of the NTE to receive a New Mexico Level 1 License.

North Carolina Lateral Entry Program. Through this program, an individual who holds a bachelor's degree in a teaching endorsement area and has a

district employment contract may receive a provisional credential. The individual must participate in an induction project, be affiliated with a school, college, or department of education, and complete an approved teacher education program at the rate of six hours per year. The state requires candidates to pass the NTE subject exam before they are accepted into this route, and candidates must pass the professional knowledge test after they complete their professional program but before they are granted a regular North Carolina teaching credential. North Carolina also offers the North Carolina Modified/Alternative Procedure for Lateral Entry. Under this procedure, local education agencies can recommend candidates to receive teaching credentials. The Department of Public Instruction has approved several requests to "relax" certain credentialing requirements for individual school systems, with the stipulation that individuals be credentialed through the Modified/Alternative Procedure for Lateral Entry.

Ohio Internship Certification Program. To participate, individuals must hold a bachelor's degree with a major in a high school subject area and must pass the NTE exams in general knowledge and the subject area to be taught. The candidate's program must be submitted by an approved district to the state board of education for approval. Districts are required to work cooperatively with a college or university in developing parts of the plan. Individuals must complete at least six semester hours of courses in the principles and practices of teaching before they may obtain an Internship Certificate. Candidates teach for two years under the direct supervision of a mentor, take another 12 hours of professional education courses, take the professional knowledge test of the NTE, and are evaluated by a mentor to qualify for a Provisional Certificate.

Oklahoma Alternative Placement Program. Through this program, bachelor's degree holders who have completed a major in a field that corresponds with a specialization area for an Elementary-Secondary Certificate, a Secondary Certificate, or a vocational-technical credential may become fully licensed in three years or less. Candidates must pass the Oklahoma Teacher Certification Testing Program examination in the content area for which they seek a license and must obtain an offer for employment from a district. When an individual meets these requirements and enrolls in an Alternative Placement Program, he or she is issued an alternative certificate. With this credential, individuals participate in the state's Entry-Year Program. They have up to three years to complete their teacher education programs. These programs may consist of no less than six but no more than 18 credits in professional education. The amount of required preparation depends upon the level of the degrees the individuals hold, their prior teaching experience, and their prior work experience. By law, pre-student teaching and student teaching cannot be required of program participants. Schools, colleges, and departments of education must begin implementing Alternative Placement Programs in at least four areas of specialization (including mathematics, science, and a foreign language) by June 30, 1992, or lose state program approval.

Pennsylvania Teacher Intern Program. Through this program, offered at approximately 40 colleges and universities, a person with a bachelor's degree who passes appropriate NTE tests may be hired as a full-time teacher.

The individual, who must be enrolled in a teacher preparation program, receives a Letter of Intern Candidacy and is then permitted to find a teaching position. When the individual secures a position, he or she receives an Intern Certificate. This is valid for three calendar years and may not be renewed. While teaching, the individual must be provided necessary supervision and support. After completing the teacher preparation program and passing the NTE core battery and subject exams, the individual is eligible for a Pennsylvania Instructional I Certificate.

Rhode Island Teacher Certification Plan. Available for individuals holding a bachelor's degree, the Teacher Certificate Plan allows teacher preparation institutions to analyze individuals' transcripts and advise them of a course of study that will lead to a teaching credential. Individuals participate in a professional education program (taking any additional courses as necessary) and work toward a teaching credential.

South Dakota Alternative Preparation for Licensure. Recently passed guidelines establish a framework for alternative certification in South Dakota. Eligible candidates must hold a bachelor's degree with a major in a subject for which a person can earn a credential; need at least 12 semester hours to complete required secondary education courses; never have had a student teaching experience; and have the agreement of an employing district that it will cooperate in their alternative program. Candidates will have their transcripts evaluated by a school, college, or department of education, and a plan will be drawn up of courses they must complete for a credential. The course of study must be completed within three years. Applicants submit letters of recommendation; official undergraduate and graduate transcripts; a course outline signed by both the contact person at the school, college, or department of education and the district superintendent; and an application for a limited credential. Candidates will then be issued a one-year, limited credential. If the candidate remains employed in a cooperating school district and completes additional hours as planned in the school, college, or department of education, the credential may be renewed. Candidate's supervision is provided by school, college, or department of education personnel. At the end of the process, individuals may be recommended for a five-year South Dakota Standard Certificate.

Tennessee Interim Probationary License A. This license is available to individuals holding a bachelor's degree and an employment contract. Individuals may teach for one year under this license, during which they must complete six semester hours of professional education courses.

Texas Alternative Teacher Certification Program. Candidates with a bachelor's degree and a minimum GPA of 2.5 (overall and in content areas) who pass a functional academic skills test (with the same scores as are required for entrance into a teacher education program) and demonstrate proficiency in oral language and the use of information technology may be credentialed through the Alternative Teacher Certification Program. Bilingual candidates must also pass an oral and written language exam. Twenty-one approved programs are offered by school districts, service centers, and universities. Individuals meeting the above requirements are

given Probationary Certification Status, which permits them to teach while participating in the program. Interns must be employed by a school district. Interns must complete three to six hours of work in reading and any other preparation deemed necessary by the mentor. In addition, interns must be appraised twice in the year by two different evaluators using the Texas State Appraisal System. Program sponsors must notify the Texas Education Agency about how the intern will be evaluated. The alternative program may last between one and two years. Prior to completing the program, individuals must pass the Examination for the Certification of Educators in Texas. All programs have additional screening processes.

Utah Alternative Preparation for Teaching Program (APT). Eligible individuals must hold a bachelor's degree (or demonstrate equivalent experience); comply with all nonacademic licensure requirements (i.e., background checks); demonstrate talents and abilities related to an area of teaching; find a teaching position in the district; and have five years' experience related to the proposed teaching area. APT programs are jointly administered by a mentor teacher, a school district representative, and a school, college, or department of education representative and are available for persons planning to teach in elementary education, special education, or secondary areas. After the alternative plan is approved, the State Department of Education issues an APT Certificate that allows the individual to teach for two years in the subjects listed on the credential. Individuals are supervised by a licensed teacher over the two years and must meet all requirements for the Utah Standard Certificate.

Virginia Provisional Certificate. After passing the NTE, candidates with a bachelor's degree in an academic area and an employment contract from a school district may be issued a two-year Provisional Certificate to teach at the secondary level. They must complete nine semester hours of professional studies through an accredited college or university during this provisional period. When individuals holding the Provisional Credential meet all requirements for the regular Collegiate Professional Certificate, including an induction program, the state grants the professional credential.

West Virginia Alternative Preparation for Licensure. Eligible participants must hold a bachelor's degree in a discipline taught in the public schools; pass SBE-approved basic skills and subject matter tests or have three years successful experience in the licensure area; be a United States citizen 18 years or older; be of good moral character; be physically, mentally, and emotionally qualified to become a teacher; and not have previously completed a state-approved teacher preparation program. Once individuals pass appropriate examinations, they are issued a document permitting them to seek employment as a teacher. After they secure an offer of employment, individuals receive an Alternative Program Teacher Certificate (a one-year, temporary credential). West Virginia alternative preparation programs must have three phases. Phase One includes 20 to 30 days of instruction on assessment, child development and learning, curriculum, classroom management, and the use of instructional technology. Phase Two is 10 weeks long; during this phase, individuals assume responsibility for a classroom of children. Candidates must be evaluated at least weekly by members of a professional support team. During the third phase, individuals are observed

at least twice per month and are formally evaluated twice during 20 weeks of teaching.

Washington Internship Certificate Pilot Project. This program allows individuals to teach while taking teacher preparation course work. Candidates must have a bachelor's degree or master's degree with 30 semester hours in an endorsement area; have five years of work experience determined to be relevant by an institution of higher education; be admitted to an internship preparation program approved by the State Board of Education; and have a district employment contract. Candidates then receive the Internship Certificate, a one-year credential that may be renewed only under special circumstances. The internship program must consist of at least 30 semester hours of upper division or graduate study and must meet State Board of Education standards for state-approved programs. Participants must take 10 semester hours of courses before the beginning of the school year, three semester hours each semester of the school year, and 10 additional semester hours the summer after their first year of teaching. Individuals participate in a college- or university-sponsored, three-hour course every week while teaching. Institutions of higher education assign college supervisors, and districts assign mentors, to support the interns while they teach. The year of internship teaching counts as the student teaching requirement. After completing this program, candidates are eligible for the Washington Initial Teaching Certificate.

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GLOSSARY

CERTIFICATE: See **LICENSE**.

CLINICAL EXPERIENCE: Activities through the college or university that take place prior to student teaching and allow students to glean knowledge about the teaching profession and administration of schools through observation or other activities culminating in an analysis of the observed experience.

CREDENTIAL: See **LICENSE**.

EMERGENCY OR TEMPORARY LICENSE: A credential issued to an individual who does not meet a state's minimum requirements for a regular license but is needed to fill an employment vacancy because a licensed individual is not available. These credentials commonly are valid for only one or two years.

FIELD EXPERIENCE: Student teaching or other classroom activity (such as tutoring) where the teacher education student, under the tutelage of a licensed teacher, gradually assumes the responsibility for the education of pupils.

LICENSE: A **license** is the official recognition by a state government agency that an individual has met state-mandated requirements and is therefore approved to practice as a duly licensed educator in that state. A **certificate** is a credential awarded by the profession in recognition of advanced skills or achievement. Certain states use **certificate** to describe what is more commonly referred to as a **license**. This survey initially identifies state credentials by name, including when a license is officially called a "certificate" (e.g., the Basic Certificate). The term **credential** refers to either a license or certificate.

STUDENT TEACHING: Student teaching is an in-depth, direct teaching experience conducted in a school setting. It is considered a culminating field-based experience for the basic teacher preparation program.

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